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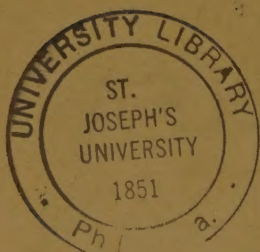


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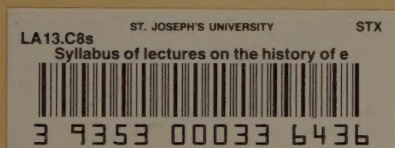
ON THE

HISTORY OF EDUCATION

WITH

SELECTED BIBLIOGRAPHIES

AND SUGGESTED READINGS



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BY

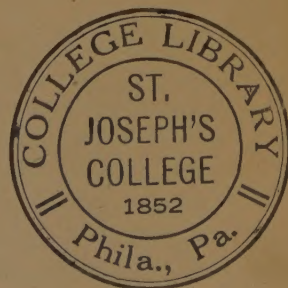
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SECOND EDITION, REVISED AND ENLARGED

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PREFACE TO THE FIRST EDITION.

This book is a revision of a Syllabus of Lectures used during the past three years with a class in the History of Education. In revising it for printing I have made such changes in arrangement and such additions and omissions as an experience of three years has seemed to indicate as desirable. It is hoped that in this new form the Syllabus and appended bibliographies will prove useful as a practical guide to teachers, librarians, and individual students.

The Syllabus is based on a combination of the lecture and library methods, with occasional class discussions and reports. Instead of confining students to a few text-books, the aim has been to give them breadth of view by familiarizing them with the literature of the subject, and to provide some training in methods of independent work.

An attempt has been made to study the history of education as a phase of the history of civilization. Accordingly a close connection has been maintained between the history of the civilization of a people and the ideas on and progress of education among them. Significant political events, changes in religious ideas, the attitude of the leaders toward the great problems, the progress of scientific discovery and invention, and the rise and progress of the scientific method and national spirit have been considered as a back-ground for the study of the history of educational theories and practice. An attempt has also been made to separate what was mere theory from what was actual practice, what was particular or local from what was general; to give some coherence to that confusing period between the Protestant Revolt and the nineteenth century; to set the work of the theorists and the reformers in a proper relation to one another and to the times in which they lived, and to point out how far they have influenced the present; and finally, to sketch the great organizing movements of the nineteenth century, taking Germany, France, and England as types. Only the slightest outline of the history of education in America is given; just enough to show the relation of the European development to our own, this subject being dealt with in another course.

Such a course of lectures must, for the present at least, be built up by the lecturer. To do this economically, both for his students and himself, a Syllabus of the lectures, with names, dates, and careful citations to authorities, is a necessity. The Syllabus is an abstract, telling much in some places and almost nothing in others, which the lecturer amplifies to a certain extent. The work of the student is to read and back up this outline. In any course which deals largely with concrete facts, such as the History of Education, the History of Economic Theory, School Hygiene, Economic Geology, etc., and which has not been fully

organized and reduced to standard text-books, or the data of which are constantly changing, a Syllabus is of particular value. In such subjects not only can a half to two-thirds more work be done with a class by the use of an outline Syllabus, but it can also be done better than can a smaller amount under the method usually employed. With a Syllabus the student starts with the advantage of knowing just what is to be done and how to find the materials in a library with which to work. He spends his energies in working to a purpose. Proper names, dates, important facts, names of authors, the titles of books are all down in his working outline. No class time is wasted in copying such information from dictation, and no vexatious delays occur at the library from having misunderstood a title or misspelled a proper name. In the class note-taking the student is freed from the necessity of attempting to make an abstract of the lecture, and can concentrate his attention more fully upon what the lecturer says, such notes as are taken being in the nature of an amplification of the outline or of points to be looked up while reading. Much of the class note-taking done by students, in courses where they have no text-book or outline to follow, is not particularly profitable. The notes are usually an imperfect abstract of the lecture, points of minor importance are often exaggerated out of all proportion to their value, statements are frequently misunderstood, and the student not infrequently leaves the lecture room with a hazy conception of existing relations. With a Syllabus to follow, the class note-taking will be done much more intelligently and profitably.

A good Syllabus tends largely to remedy the defects of the lecture method. All that the Syllabus contains the student has to begin with. It becomes his text-book for the course, with the great advantage over a text-book in that it does not tell what the student ought to be finding out for himself. It is a means of making the work much more thorough and effective, though not necessarily easier to do. Finally, a logically arranged Syllabus, with reading notes, forms a basis for the best form of review.

A word should be said as to the many dates given and the length of the bibliographies. Numerous dates have been inserted throughout the Syllabus, not with the idea of having the students memorize them, but that, being constantly before their eyes, they may come to have a clear idea of the chronological sequence of events and the cross-sections, if I may use such an expression, of European history. In the bibliographies many more references have been given than any student can expect or be expected to read. The object of giving so many citations is threefold: First, to indicate a sufficient number that each student may be able to obtain and read two or three good authorities; second, to familiarize students with the available literature of each subject and provide teachers with a key to the same; and third, to give sufficient bibliographical information on each topic to enable students to work up the required semester reports. It naturally follows that a number of brief references have been introduced in the Syllabus, such as in Section XXIV, division V, 8, a (p. 159).

“What Braunschweig did. (Koldeway, I, xlvi-lxxxix, II, xl-lxx; Regener, 86-91; Ziegler, 93-99, 164-167),” for the purpose of referring teachers and advanced students to important literature and without the intention of going into details concerning these points in the lecture or of requiring students to read the works cited.

By adding new titles as the books appear the bibliographies may be made still more useful. To give some idea as to the nature and value of the literature cited the titles have been arranged in groups. In taking up each new section more detailed information as to the nature and value of each book or article should be given by the instructor.

It is a part of a college student's education to become familiar with books, to know the best that has been written on the subjects he studies, and to become somewhat familiar with the books themselves. The student in the old college who could browse about in the library had an immense advantage over the university student of to-day, who seldom gets nearer the stacks than the card catalogue. While the administration of a large library of necessity requires that the stacks be closed to the student body, it is none the less a misfortune to the individual student, and makes it all the more necessary that the instructor should provide the student with the bibliographies which he can no longer prepare, even in part, for himself. The great mass of literature at present available also makes it advisable that students and teachers be provided with a time-saving key.

With reference to the method followed in presenting the topics, as well as the subjects considered in or omitted from the Syllabus, I can only say that the present form has so far seemed to me to be the best one to follow. That I have emphasized points which others may consider of minor importance, and have omitted points which others would have inserted, I have no question. It is part of the fate of one who attempts to trace the history of intellectual progress that “he must submit,” as Mr. Symonds says, “to bear the reproach of having done at once too little and too much.”

ELLWOOD P. CUBBERLEY.

STANFORD UNIVERSITY, CALIFORNIA, MAY, 1902.

PREFACE TO THE SECOND EDITION.

A second edition of this Syllabus having been called for, I have taken the opportunity to give the book a careful revision. Errors and omissions which occurred in the first edition have been corrected, so far as they have come to my notice. A new section on the Beginnings of Primary Education in France has been inserted (XXVIII), and a number of changes and additions have been made in almost every section. The important new literature of the past two years has been added to the bibliographies and to the page citations of the Syllabus. To the illustrations contained in the first edition, which are reproduced in this edition, I have added twenty-one new pictures of schools, four new maps, and eleven portraits of famous educators, making the total number of pictures, maps, charts, and portraits ninety. The size of the book has been increased by about sixty pages. The Index has been more than doubled in size.

Perhaps the most important change has been made in the lists of References attached to each section of the Syllabus. Besides the addition of new titles, a number of the lists have been further sub-divided and rearranged. After each title I have added the place and date of publication, and the edition used, if other than the first, in making the page citations in the body of the Syllabus. Finally, after each list of References, I have added a short discussion of the different books and articles cited, and given a purely personal estimate as to their relative value. In doing this I fully realize that I am on dangerous ground and that I am opening up to the reviewer an opportunity to use a caustic pen. The great gain to the student, librarian, and individual worker, and the saving in class time involved seem to me to outweigh the danger of personal criticism. Perhaps I ought to add that no claim to infallibility is made with reference to the judgments given, and that I fully realize that others, looking at the subject from slightly different points of view, might wish to rearrange the order of preference which I have indicated. All that is claimed for the Suggestions as to Reading is that they will prove to be a valuable time-saving key to the literature on each topic, though the author has hopes that his judgments, in the main, will be approved by other workers in the field. It ought always to be distinctly remembered that the opinion expressed of any work in any group of Suggestions refers, not to the book as a whole, but to the particular pages cited in that particular section of the Syllabus, and to these pages compared with the citations made to other works. Hence it may naturally happen that a book may be classed in one list of Suggestions as "very good," or even as "the best work in English on the subject," and in

another list of Suggestions be classed as "unsatisfactory" or as "of minor value." It also may happen that a painstaking and scholarly work, excellent in itself, may be classed as "of but minor value" because the few pages which it contains on the particular subject are inferior to other more detailed references cited.

In this new and enlarged form it is hoped that this work will prove to be of much service to instructors, librarians, and individual students.

E. P. C.

STANFORD UNIVERSITY, CALIFORNIA, MAY, 1904.

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Of the general histories mentioned in the above list, Barnard, Munroe, Quick, Paulsen, Plath, Raumer, and Williams cover only the period since the Renaissance. Of the histories in English, Compayré, Davidson, Kemp, Munroe, and Quick will be found most useful, considered as a whole. The primers by Browning and Hailman are good, but very brief. Munroe and Quick are the best on the modern reformers, and *Laurie on ancient education. Schmidt is no longer of value, though often found in libraries. The three books by Williams are good on some topics and of little value on others. Compayré, Davidson, and Kemp likewise contain chapters which are so brief and so lacking in detail as to be of little value. *Williams is not referred to in the Syllabus, *Laurie being preferred for the ancient period. Painter, Payne, and Seeley are very unsatisfactory, and are seldom referred to in the Syllabus. Shoup is of no value and is nowhere cited.

Of the German texts, Paulsen, Schmid, and Ziegler are standards. Schmid is an extensive work, and besides its value as a detailed historical work, contains good bibliographies for each section. Raumer, due to the English translations by Barnard, is still quite valuable. Stein and Kayser are also good. Of the short German histories, the ones by Dittes, Plath, Regener, and Schiller are among the best. These four and Ziegler have been cited throughout the Syllabus, and will afford students good practice in reading easy German.

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- POOLE, W. F., and FLETCHER, W. I. *Index to Periodical Literature*. (3d Ed., to 1882; 1st Supplement, 1882-1887, Vol. III, 1887-1892, Vol. IV, 1892-1896, Vol. V, 1897-1901.) [Boston.]
- POOLE, W. F., and FLETCHER, W. I. *A. L. A. Index to Periodical Literature*. (2d Ed., to Jan. 1st, 1901.) [Boston.]
- POOLE, W. F., and FLETCHER, W. I. *Annual Literary Index*, yearly, 1892-1903. [New York.]
- POOLE, W. F., and FLETCHER, W. I. *Index to Periodical Literature; Abridgment*, 1815-1899. [Boston, 1901.]
- SOUTH KENSINGTON MUSEUM. *Catalogue of the Education Library*. [London, 1903.]
- TBS. GUILD OF GT. BR. AND IRELAND. *Catalogue of the pedagogic portion of the Library*. [London, 2d Ed., 1892.]
- U. S. COM. OF EDUC. *Bibliography of German books on the History of Education; in Report, 1893-1894, I*, pp. 306-308. (93 titles.) [Washington.]
- U. S. COM. OF EDUC. *Catalogue of Publications of the Bureau, 1867-1895; in Report, 1894-1895, II*, pp. 1821-1828. [Washington.]
- U. S. COM. OF EDUC. *Index to Barnard's Am. Jr. of Education*. [Washington, 1892.]
- VAN DER LEY, P. H. *Catalogus van de Pædagogische Bibliotheek van het Nederlandsch Onderwijzers-Genootschap*. [Amsterdam, 1891; Supplement, 1899.]
- WOLTER, AUGUST. *Pädagogisches Vademekum*, pp. 28-41, 225 titles. [Gütersloh, 1892.]
- WYER, J. I., and LORD, I. E. *Educational Review*, April, 1900, 1901, and June, 1902, 1903. Promised yearly. [New York.]

SONNENSCHNEIN. *Cyclopedia of Education. Short Bibl.*, pp. 529-540. [London, 1889.]

References to additional Bibliographies will be found under subject headings in the Syllabus.

The Columbia Catalogue is the most useful of all the list. Wyer & Lord, Poole & Fletcher, and Kehrbach are good to keep up with the new literature. Kehrbach is excellent, most of the articles being described and valued. Hall and Monroe (W. S.) should be in all libraries for reference, though the former is old and the latter is unsatisfactory and sometimes inaccurate. Monroe (P.) is a selected bibliography of the history of education rather than a syllabus. Poole's *Index* will be found useful in looking up the numerous short articles in current periodicals. Adams is a very valuable work, though dealing with general rather than educational history. Luckey is an outline Syllabus with selected bibliographies. The museum and library catalogues will be useful to those investigating special subjects. The special investigator will also find the extensive catalogues of the British Museum of much use.

III MISCELLANEOUS COLLECTIONS OF WRITINGS AND SOURCES.

- BUTLER, N. M., editor. *Great Educator Series.* 11 V. [Scribner, N. Y., 1892-1901.]
- FRÖHLICH, G., editor. *Die Klassiker der Pädagogik*. 21 Vols., 1887-1902. (*Klass. der Päd.*) [Greszler, Langensalza, 1887-1900.]
- HARRIS, WM. T., editor. *International Educational Series*. 56 Vols. [Appleton, New York, 1886-1903.]
- HEATH, D. C. & Co. *Heath's Pedagogical Library*. 37 Vols. [Boston, 1885-1901.]
- ISRAEL, AUGUST, editor. *Sammlung selten gewordener pädagogischer Schriften des 16 und 17 Jahrhunderts*. 13 numbers. [Raschke, Zschopau, 1879-1886.] (*Sam'l. Päd. Schr.*)
- KEHRBACH, K., editor. *Monumenta Germania Pædagogica*. 26 Vols. [Hofmann, Berlin, 1886-1903.] (*Mon. Germ. Pæd.*)
- KUNZ, F. X., editor. *Bibliothek der katholischen Pädagogik*. 14 Vols. [Herder, Freiburg im Br., 1888-1902.] (*Bibl. Kath. Päd.*)

- LINDER, G. A., editor. *Pädagogische Klassiker*. 18 Vols. [Pichler, Wien u. Leipzig, 1877-1888.] (*Päd. Klass.*)
- MANN, FR., editor. *Bibliothek pädagogischer Klassiker*. 39 Vols. [Beyer, Langensalza, 1876-1900.] (*Bibl. Päd. Klass.*)
- MONROE, PAUL. *Source Book for the History of Education for the Greek and Roman Period*. [Macmillan, New York, 1901.] (Other volumes promised.)
- MUSÉE, PÉDAGOGIQUE. *Mémoires et documents scolaires*. A collection of 120 monographs. [Delagrave, Paris, 1884-1892.] (*Mém. et Docs. Schol.*)
- OXFORD HISTORICAL SOCIETY. *Publications*. 43 Vols., to 1902. [Clar. Pr., Oxford, 1884-1902.]
- RICHTER, ALBERT, editor. *Neudrucke pädagogischer Schriften*. 15 parts. [Richter, Leipzig, 1890-1896.] (*Neud. Päd. Schr.*)
- RICHTER, KARL, editor. *Pädagogische Bibliothek*. 16 Vols. [Hesse, Leipzig, 1878-1881.] (*Päd. Bibl.*)
- SCHULZ, B., GANSEN, J., and KELLER, A. *Sammlung der bedeutendsten pädagogischen Schriften aus alter und neuer Zeit*. 28 Vols. [Schöningh, Paderborn, 1888-1902.] (*Sam'l. Bedeut. Päd. Schr.*)
- SOUQUET, PAUL. *Les écrivains pédagogique du XVI^e siècle*. [Delagrave, Paris, 3d Ed., 1897.]
- WARNER, CHAS. D. *Library of the World's Best Literature*. 30 Vols. [Peale & Hill, New York, 1898.]

The volumes belonging to the above collections will be referred to throughout the Syllabus wherever they apply, with the exception of Souquet, the extracts of which are too short to be of any particular value, and Warner. The latter may be found in almost all libraries, and often contains good translations, in whole or in part. Where accessible it is always worth consulting when properly edited editions are not at hand. The collections edited by A. Richter and by Israel contain valuable reprints of old works, and should be in every university library.

IV CYCLOPEDIAS OF EDUCATION.

- BUISSON, F. *Dictionnaire de pédagogie et d'instruction primaire*. Two parts, each in 2 Vols. Pt. I contains the historical articles. [Paris, 1886-1887.]
- ENCYCLOPEDIA BRITANNICA. 9th Ed. (*Enc. Brit.*)
- KIDDLE, H., and SCHEM, A. J. *Cyclopedia of Education*. [New York, 1883.]
- LINDNER, G. A. *Encyklopädisches Handbuch der Erziehungskunde, mit besonderer Berücksichtigung des Volksschulwesens*. 1 Vol. [Wien. u. Leipzig, 1884.]
- REIN, GEO. W. *Encyklopädisches Handbuch der Pädagogik*. 7 Vols. [Langensalza, 1895-1899.]
- SANDER, F. *Lexikon der Pädagogik*. 1 Vol. [Breslau, 1889.]
- SCHMID, K. A. *Encyklopädie des gesammten Erziehungs, und Unterrichtswesens*. 10 Vols. [Leipzig, 2d Ed., 1876-1887.]
- SCHMID, K. A. *Pädagogische Handbuch für Schule und Haus*. 2 Vols. [Leipzig, 2d Ed., 1883-1885.]
- SONNENSCHN'S *Cyclopedia of Education*, A. E. FLETCHER, editor. 1 Vol. [London, 3d Ed., 1892.]

The Britannica is usually worth consulting; its longer articles are good. Neither of the two English Cyclopedias of Education is of much value for historical purposes, though of the two Sonnenschein's is the better. Sander is of little value. Lindner has special reference to the Volksschule, with brief articles and good attached bibliographies.

Of the larger works, Rein is the best. The articles are less diffuse than in Schmid's larger work, and the bibliographies are good. Schmid's *Geschichte der Erziehung* is a better reference than his *Encyklopädie*. Buisson is good only for articles on France or Frenchmen.

V CHRONOLOGICAL TABLES: DICTIONARIES OF EDUCATIONAL HISTORY.

- FISCHER, OTTO. *Leben, Schriften, und Bedeutung der wichtigsten Pädagogen bis zum Tode Pestalozzi*. [Gütersloh, 2d Ed., 1895.]
- FOERSTER, EDUARD. *Tabellen zur Geschichte der Pädagogik*. [Bull, Straszburg, 3d Ed., 1899.]
- FUNKE, C. A. *Handbüchlein der Geschichte der Pädagogik*. [Paderborn, 1885.]
- PATZOLD, W. *Tabellen zur Geschichte der Pädagogik*. [Jena, 1891.]

Of the above Fischer is a valuable dictionary, and Foerster is a valuable chronological key. Patzold is of little value, and Funke is quite inferior to Fischer. These works are useful only as dictionary references.

VI HISTORICAL ATLASES.

- COLBECK, C. *The Public School Historical Atlas*. Sq. 8vo., 101 maps. [London, 1885.]
- DROYEN, PROFESSOR G. *Allgemeiner Historischer Hand-Atlas*. Large folio, German explanatory text. [Leipzig, 1886.]
- FREEMAN, EDW. A. *Historical Geography of Europe*. Part I, Text; Part II, Historical Maps. Royal 8vo. [London, 3d Ed., 1904.]
- LABBERTON. *Historical Atlas*. 4to, explanatory text.
- POOLE, R. L. *Historical Atlas of Modern Europe*. Imperial 4to. [Oxford, 1896-1902.]
- PUTZGER, F. W. *Historischer Schul-Atlas*. Royal 8vo. [Leipzig.] (The best of the cheap atlases.)

Droysen and Poole are magnificent library reference atlases, with large well-executed maps. Putzger, Freeman, Labberton, and Colbeck are cheap atlases, and are named in the order of merit. The maps in Putzger are very well executed. The maps in Freeman, though somewhat lacking in detail, are still very satisfactory.

VII MAGAZINES, REPORTS, AND PROCEEDINGS.

- American Journal of Education*, edited by Henry Barnard. 31 Vols. [Hartford, Conn., 1855-1881; republished, Syracuse, 1902.] *Index*, published by U. S. Bureau of Education. [Washington, 1892.] (*Barnard's Jr.*)
- Reports of the U. S. Commissioner of Education*. [Washington, 1867-1868, 1870-date.] In two volumes since 1888-1889. (*Rep. U. S. Com. Educ.*)
- Education*; a monthly journal, edited by Kasson & Palmer. [Boston, 1881-date.] 24 Vols., completed with June, 1904. [R. G. Boone, present editor.]
- Educational Review*; a monthly journal, edited by Nicholas Murray Butler. [New York, 1891-date.] 27 Vols., completed with May, 1904. (*Educ. Rev.*)
- English Education Department Special Reports on Educational Subjects*. Prepared under the direction of Michael E. Sadler. 11 Vols. [Eyre & Sp., London, 1897-1902.] (*Eng. Educ. Dept. Repts.*)
- Neue Bahnen*; a monthly journal, edited by H. Scherer. Wiesbaden, 1890-date. 14 Vols., completed with 1903. Continuation of *Pædagogium*.
- Pædagogium*; a monthly journal, edited by Fr. Dittes. [Leipzig, 1879-1896.] 18 Vols.
- Proceedings of the National Educational Association of the U. S.*. 1857-1903, except 1861, 1862, and 1878. *Index*, 1857-1897. National Teachers Association to 1870. (*Proc. N. E. A.*)

School Review; a monthly journal of secondary education. [Chicago, 1893–date.]
11 Vols., completed with 1903. (*Sch. Rev.*)

All of these journals have published historical articles from time to time, and are referred to in the Syllabus. *Barnard's Jr.*, *Neue Bahnen*, and *Pædagogium* have been particularly rich in historical articles. Journals and reports should be examined from time to time for new literature.

VIII CITATIONS TO AUTHORITIES.

(Capes, 26–41)—All citations to authorities are inclosed in parentheses.

[1492]—All dates and explanatory statements, and the place and date of publication of all References are enclosed in brackets. Synonymous terms in foreign languages are in brackets and in *italics*.

All titles of books are in *italics*. Where an article forms part of a book or a magazine, and both are given, only the title of the book or magazine is printed in *italics*. In calling for books at a library desk call only for the title printed in *italics*.

In case the paging in the edition at hand does not correspond with the citation, as may happen with new or different old editions, consult the table of contents or the index of the book.

Where there are two or more books or articles by the same author in the same list of References, these are distinguished, both in the list and in the pages of the Syllabus, by the marks: *, †, ‡, §, **, ††, etc.

II VALUE AND PLACE OF THE HISTORY OF EDUCATION.

I NATURE OF THE TEACHER'S WORK.

- 1 Tendency to limit ideas to a narrow circle, and professional activity to the elements of a few branches, leading to:
 - a Narrow discussions of educational principles.
 - b A one-sided view of education.
- 2 Corrective value of a thoughtful study of the history of education.
This should lead to:
 - a A willingness to reconsider and revise.
 - b Broad, unprejudiced, and unselfish views on educational questions and in the shaping of an educational policy.
 - c A more exalted ideal of one's work.
 - d Higher personal efficiency.
 - 1) Efficiency increased by a knowledge of the history of one's art.
- 3 Need of a perspective in any field of labor.

II EDUCATIONAL PROGRESS A GRADUAL EVOLUTION.

- 1 Progress marked by increasing adaptation to the physical and social environment.
- 2 Evolution in education has taken place through helpful influences extended downward, not through ignorance reaching upward.
- 3 The hope of the race must ever depend on increasing culture for the greatest number.

III NATURE OF THE STUDY OF THE HISTORY OF EDUCATION.

- 1 The history of education a history of civilization.
 - a The worth of a civilization determined by how thoroughly social and humanitarian influences have permeated the masses, not the classes.
 - 1) Contrast between ancient and modern nations.
 - 2) The submerged portion of ancient populations.
 - b The history of education a history of changing national ideals.
 - 1) The slow stages of educational progress.
- 2 The history of education a study of the conscious or unconscious means employed for the perpetuation of national character and the promotion of public welfare, either social or religious.

- a Advances and retrogressions.
- b Gradual secularization of education.
- 3 Value of the study from the standpoint of liberal culture.
 - a Broader outlook and sympathy.
 - b Willingness to labor and to wait.
 - c One's ideals exalted through reverence for great teachers.
- 4 Methods of studying the history of education.
- 5 Place of the study in the teacher's training.
 - a What it does not do for the teacher.

IV SMALL INTEREST IN OBSCURE BEGINNINGS.

- 1 Little of value in educational history until after men substituted reflection for instinct and science and art for an animistic conception of nature.
- 2 Study of among primitive people, or those who have contributed little to the stream of European civilization, of only minor value.
 - a Individual or national life as opposed to tribal existence.
 - 1) An education ideal,—a philosophy of life necessary.
 - 2) Preservative *vs.* liberal education.
- 3 A distinct political or ethical conception necessary as a basis for a national system of education.
 - a Consequent importance, in our study, of:
 - 1) The political organization.
 - a) Classes in, and flexibility of society.
 - 2) Status of family and social life.
 - 3) The religious and moral conceptions of a nation.
 - 4) Power and influence of the clergy.
 - 5) State of scientific knowledge and investigation.
 - a) Tolerance toward new truths.
 - 6) The national conception of education.
- 4 Early systems which are worthy of a brief study.

V REFERENCES.

- HANUS, P. H. *Educational Aims and Educational Values*, ch. vii. [N. Y., 1899.]
- HINSDALE, B. A. *Studies in Education*, ch. viii. [Chicago, 1896.]
- KEMP, E. L. *History of Education*, Editor's preface. [Phila., 1902.]
- KIEHLE, D. L. History of Education: what it stands for; in *School Rev.*, IX, 310-315. [May, 1901.]
- LAURIE, S. S. *Pre-Christian Education*, 1-8. [New York, 2d Ed., 1900.]
- MAXWELL, W. H. Literature of Education; in *Educ. Rev.*, II, 322-334. [1891.]
- MOORE, E. C. The History of Education; in *Sch. Rev.*, XI, 350-360. [May, 1903.]
- PAYNE, W. H. Practical Value of the Hist. of Educ.; in *Proc. N. E. A.*, 1889, 218-223.
- WILLIAMS, S. G. Value of the History of Education to Teachers; *Ibid.*, 223-231.

III ANCIENT EGYPTIAN EDUCATION.

(Kemp, ch. iv; †Rawlinson, ch. iv; Schmid, I, 153-177; Stein, I, 167-171.)

I POLITICAL, SOCIAL, AND RELIGIOUS INFLUENCES. (Laurie, 11-38; Maspero, ch. iv; Renouf; Sayce, 58-72; Taylor, I, 15-42.)

- 1 Feudal character of the Egyptian State. (Erman, chs. v, vi.)
 - a Unifying elements in Egyptian life.
 - b Bureaucratic government.
- 2 The religion a combination of many elements. (Budge, chs. vi, ix; Erman, ch. xii.)
 - a Nature of among:
 - 1) The lower classes.
 - 2) The higher classes.
 - b Power and influence of the priestly class.
 - 1) In developing the theology.
 - 2) In political and social affairs.
 - c Morality preceptive and dogmatic,—not philosophical.
 - 1) Influence in developing a strong, manly type of character.
- 3 Social Conditions. (Maspero, 296-325.)
 - a Partial caste system.
 - 1) The three orders or estates.
 - a) Power and condition of each.
 - b Ability of the clever to rise.
 - c Status of woman. (Erman, ch. viii.)

II EDUCATION IN ANCIENT EGYPT. (Brassington, 17-25; Budge, ch. x; Erman, chs. xiv, xv; Laurie, 38-45; Rep. U. S. Com. Educ., 1894-1895, II, pp. 1798-1799.)

- 1 Based on the religion, morality, law and social customs of the land.
 - a Emphasis placed on:
 - 1) Practical intelligence.
 - 2) Development of personality.
- 2 Nature of Egyptian education.
 - a Elementary schools.
 - 1) Elements of reading, writing and arithmetic.
 - a) To whom open. Where found. How far general.
 - b Advanced instruction.

- 1) Reading and writing the hieratic and hieroglyphic characters, and mathematics. (Budge, ch. ii; Cajori, 9-15.)
 - a) Where such schools were found.
- 2) These opened the way to the professions.
 - a) How a lower class boy might rise.
- 3 The professions in Egypt. Higher learning. (Budge, ch. v; *Rawlinson, I, ch. ix; Sayce, 72-89; Smith, ch. ix, pt. v.)
 - a The scribe; his work and learning.
 - b The architect; his training.
 - c The physician; nature of his attainments.
 - d Singers; dancers; musicians; jugglers.
- 4 Training for military life.
- 5 Education of the priestly class.
 - a Exoteric and esoteric knowledge.
 - b The priestly colleges.
- 6 Method; discipline.
- 7 No conscious social effort involved. (Laurie, 45-48.)
 - a Technical *vs.* liberal purpose.

III REFERENCES.

- 1 Secondary Authorities of First Importance.

BUDGE, E. A. W. *Dwellers by the Nile*. [London, 4th Ed., 1893.]

ERMAN, ADOLPH. *Life in Ancient Egypt*. [London and New York, 1894.]

LAURIE, S. S. *Pre-Christian Education*. [2d Ed., New York, 1900.]

*RAWLINSON, GEORGE. *History of Ancient Egypt*, I. [London, 1881.]

SAYCE, A. H. *Ancient Empires of the East*. [New York, 1896, Rev. Ed.]

SCHMID, K. A. *Geschichte der Erziehung*, I. [Stuttgart, 1884.]

SMITH, PHILIP. *Ancient History of the East*. [New York, 1881.]

STEIN, LORENZO. *Das Bildungswesen*, I. [Stuttgart, 1884.]
- 2 Minor Secondary Authorities and General Works.

BRASSINGTON, W. S. *A History of the Art of Bookbinding*. [London, 1894.]

CAJORI, F. *A History of Mathematics*. [New York, 1893.]

KEMP, E. L. *History of Education*. [Phila., 1902.]

MASPERO, G. *Dawn of Civilization in the East*. [London, 1894.]

†RAWLINSON, GEORGE. *Moses; His Life and Times*. [London, 1887.]

RENOUF, P. LE PAGE. *The Religions of Ancient Egypt*. [New York, 1880.]

REP. COM. OF EDUC. Imber, on Ancient Egyptian Education; in *Rep. U. S. Com. Educ.*, 1894-1895, II, pp. 1798-1799.

TAYLOR, HENRY OSBORN. *Ancient Ideals*, I. [New York, 1896.]

WILKINSON, SIR J. G. *Manners and Customs of the Ancient Egyptians*. 3 Vols. (Pictures only of value.) [London, 1878.]
- 3 Suggestions as to Reading.

The general student, beginning the study, will find Laurie best adapted to his needs. This work has particular reference to the education of the Ancient Egyptians, and covers the section of the Syllabus rather fully. Budge, Erman, and Sayce are very good on the social life of the Egyptians. Taylor is valuable, but deals more with the religion, art, and literature of the Egyptians than with their education. See the pages of the Syllabus for more detailed suggestions as to reading.

IV EDUCATION IN ANCIENT CHALDEA, ASSYRIA, AND BABYLONIA.

(Laurie, 53-63; Schmid, I, 137-153; Smith, ch. xvii.)

I MODIFYING CONDITIONS. (Budge, chs. ix, x; †Maspero, ch. ix; Taylor, I, 42-45.)

- 1 Relation of Chaldea, Assyria, and Babylonia to one another.
- 2 Mixed character of the religion. (*Sayce, ch. viii; †Sayce, 145-157.)
 - a Gradual elevation by the priesthood of the Lord of Hosts, the God of Battle, above the other gods.
 - b Popular religion a crude polytheism.
 - 1) Lack of a strong ethical element as a basis for education.
- 3 Family life and status of the wife. (*Sayce, chs. ii, iv.)
 - a Polygamy and concubinage.
 - b Lack of a strong moral basis for education.
- 4 Absence of the despotic caste system.
 - a Political status of the masses.
 - b Slavery practically a caste. (*Sayce, ch. vi.)
- 5 Country constantly disturbed by wars.
 - a Effect of this.
 - b Contrast with Egypt.

II NATURE OF UPPER-CLASS EDUCATION. (Budge, ch. viii; *Sayce, chs. iii, vii; †Sayce, 157-173.)

- 1 Extensive education for the few.
 - a Town libraries. [Brick tablets.]
 - 1) Assur-bani-pal's work. (Brassington, 7-16; *Maspero, ch. xvi.)
 - b State observatories and astronomers-royal.
 - 1) Astrological tables.
 - 2) Sargon's library.
 - c Practical mathematics. (Cajori, 5-9.)
 - d Technical and military training.
 - e Medicine largely magic formulæ.
- 2 For whom intended.
- 3 Probably royal as well as priestly and scribe schools.
 - a Little known as to schools and teachers.
 - b Probable nature of instruction.

4 Status of elementary education.

5 Chaldean influence on the Hebrews. (*Rep. U. S. Com. Educ.*, 1894-5, II, pp. 1796-1798.)

III REFERENCES.

1 Secondary Authorities.

BUDGE, E. A. W. *Babylonian Life and History*. [London, 3d Ed., 1893.]

CAJORI, F. A. *History of Mathematics*. [New York, 1893.]

LAURIE, S. S. *Pre-Christian Education*. [New York, 2d Ed., 1900.]

*MASPERO, G. *Life in Ancient Egypt and Assyria*. [London, 1891; N. Y., 1892.]

†MASPERO, G. *Dawn of Civilization in the East*. [London, 1894.]

*SAYCE, A. H. *Social Life Among the Assyrians and Babylonians*. [London, 1893.]

†SAYCE, A. H. *Ancient Empires of the East*. [New York, Rev. Ed., 1896.]

SCHMID, K. A. *Geschichte der Erziehung*, I. [Stuttgart, 1884.]

SMITH, PHILIP. *The Ancient History of the East*. [New York, 1881.]

TAYLOR, HENRY OSBORN. *Ancient Ideals*, I. [New York, 1896.]

2 General Works.

BRASSINGTON, W. S. *History of the Art of Bookbinding*. [Stock, London, 1894.]

REP. COM. OF EDUC. Imber, on Influence of learning of the Chaldeans on the Hebrews; in *Report*, 1894-1895, II, pp. 1796-1798.

3 Suggestions as to Reading.

The general student, beginning the study, will probably find Laurie and ch. iii in *Sayce the most useful. Budge also is very good. Taylor contains a valuable and readable article, though bearing only indirectly on education among these early people. The two works by Maspero and the one by †Sayce are valuable, but too detailed and too special to be of particular value to the general student. See the pages of the Syllabus for more detailed suggestions as to reading.

V. INDIA AND THE ANCIENT HINDUS.

(Compayré, 2-6; †Dutt; Kemp, ch. ii; Letourneau, 387-403; May, I, 3-13; Schmid, I, 87-115; Stein, I, 171-174.)

I RELIGION AND CASTE. (†Dutt, chs. i-iii; Laurie, 157-166; LeBon, 283-333.)

- 1 Brahmanical caste system developed [1200-1000 B. C.].
- 2 The castes in the State. (*Dutt, I, 228-246.)
 - a Priests [Including scholars and legislators.]
 - b Military caste [Including executives].
 - c Merchants [All who employed labor].
 - d Laborers.
 - e A still lower class. Social outcasts. Pariah.
- 3 Religious conceptions. (Taylor, I, ch. iii.)
 - a A combination of shamanism, ancestor worship, and pantheism.
 - 1) Transmigration; sacrifice; ritualism.
 - 2) Moral aim absorption,—extinction; endless felicity, not Christian sacrifice.
 - a) Little support for the moral life in such a religion.
 - b Buddhism [500-242 B. C.] a reform movement. (†Dutt, chs. iv-v; Taylor, I, ch. iv.)
 - 1) Its equally despairing outlook.
- 4 Low position of woman. (*Dutt, I, 247-262; II, 89-107.)
 - a Effect on education.

II THE HINDU EDUCATIONAL SYSTEM. (†Dutt, chs. i-iii; Laurie, 166-177.)

- 1 The priestly caste. What this included.
 - a Extent and aim of higher education. (*Dutt, I, 263-271; II, 125-134.)
 - b The priestly colleges.
 - 1) What was taught in these.
 - c Private schools. Adventure schools.
- 2 The military and merchant castes.
 - a Extent to which these might partake of education.
- 3 The laboring class.
 - a Their place in the nation.
- 4 The village commune in education.

- 5 The position of woman.
 - a Education of.
 - b Exceptions.
- 6 Method of teaching.

III REFERENCES.

1 Secondary Authorities.

- CHAMBERLAIN, WM. I. *Education in India*. [New York, 1899.]
 COMPAYRÉ, G. *History of Pedagogy*. [Boston, 1885.]
 *DUTT, R. C. *History of Civilization in Ancient India*. 3 Vols. [London and Calcutta, 1889-1890.]
 †DUTT, R. C. *The Civilization of India*. [London, 1900.]
 KEMP, E. L. *History of Education*. [Phila., 1902.]
 LAURIE, S. S. *Pre-Christian Education*. [New York, 2d Ed., 1900.]
 LETOURNEAU, CH. *L'évolution de l'éducation*. [Paris, 1898.]
 SCHMID, K. A. *Geschichte der Erziehung*, I. [Stuttgart, 1884.]
 STEIN, LORENZO. *Das Bildungswesen*, I. [Stuttgart, 1884.]

2 General Works.

- LE BON, GUSTAVE. *Les civilisations de l'Inde*. [Paris, 1887.]
 MAY, SIR THOS. E. *Democracy in Europe*, I. [London, 1877; New York, 1891.]
 TAYLOR, HENRY OSBORN. *Ancient Ideals*, I. [New York, 1896.]

3 Suggestions as to Reading.

The general student will probably find Laurie the most useful and valuable of the references. †Dutt is also very good, being a popular abstract of the larger standard work. Letourneau is good on all early people, and will be useful if the student reads or desires to practice reading French. Taylor deals largely with the religious conceptions. Le Bon has good chapters on the arts, sciences, and civilization of the people, and is beautifully illustrated. Chamberlain is a recent doctor's dissertation which describes conditions and progress during the past one hundred years only. See the pages of the Syllabus for more detailed suggestions as to reading.

VI CHINESE EDUCATION.

(Biot, see contents; Compayré, 11-13; Eudo; Hailman, Lect. i; Kemp, ch. i; Letourneau, ch. x; May, I, 15-24; Payne, 3-8; Schmid, I, 59-87.)

I INFLUENCES WHICH HAVE PREVENTED PROGRESS. (†Douglas; Laurie, 104-120; Taylor, I, 45-57; Williams, I, chs. x, xi.)

- 1 Geographical isolation.
- 2 National self-conceit.
- 3 Nature of spoken language.
- 4 A literary language which crystallized in its early stages.
- 5 Personality of the individual over-shadowed by:
 - a The family and the State.
 - b The spirits of the dead.
- 6 Superstitious reverence for the past.
 - a Antiquity a guarantee for truth.
 - b Over-shadowing influence of Confucius [b. 551 B. C.]; Mencius [d. 317 B. C.]; and the Chinese Classics. (Eudo; Giles, chs. ii, iii; *Legge, lects. i, ii; †Legge, I, 1-21, 91-113; Williams, I, ch. xi.)
 - 1) Chow-Tsze's [d. 1200 A. D.] interpretation of the Classics still in use.
- 7 "The Doctrine of the Mean," or "Just Medium." (†Legge, I, 35-55.)
- 8 Absence of philosophical speculation or physical science.
- 9 A love of formalism and ritual.

II RELIGIOUS AND MORAL IDEAS. (Laurie, 104-120.)

- 1 Conception of a Supreme Being and of a future life.
- 2 Knowledge with reference to virtue and morality.
- 3 Morality, social order, and propriety of conduct the fundamentals.
- 4 Sanctity of the family relation. (*Douglas, ch. x.)
 - a Relation of husband and wife.
 - b Relation of father and children.
- 5 Prudential virtue. Rules *vs.* feelings.

III THE EDUCATIONAL SYSTEM. (Barnes; *Douglas, ch. ix; Laurie, 120-126; Letourneau, ch. x; Williams, I, ch. ix.)

- 1 General education common for 4,000 years.
 - a The present system began in the second century B. C., and was fully organized by 700 A. D.
- 2 Effect of Chinese ideas on education.

- 3 Have they a system of public education?
- 4 Admission to civil and honorary service.

IV THE EXAMINATION SYSTEM. (Barnes; Doolittle, I, chs. xv-xvii;
*Douglas, ch. ix; Holcombe, ch. xi; Laurie, 126-134; *Martin,
39-56, 75-82; †Martin, 22-28; Smith, ch. x; Williams, I, ch. ix.)

- 1 The preparation. Books studied.
- 2 The preliminary examinations.
 - a Nature and frequency of.
 - b Privileges to those who pass.
- 3 The departmental examinations.
 - a Nature and frequency of.
 - b Privileges to those who pass.
- 4 The provincial examinations.
 - a Nature and frequency of.
 - b Privileges to those who pass.
- 5 The Peking examination.
- 6 Numbers taking the examinations.
- 7 Powers tested by the examinations.
- 8 Rewards of success.
- 9 The callings open to an educated Chinaman.



A CHINESE SCHOOLMASTER.

One pupil is reciting, with his back to the table, and another is doing penance. (From W. A. P. Martin's *A Cycle of Cathay*, p. 237.)

V CHINESE SCHOOLS. (Doolittle, I, ch. xv; Dresslar; Holcombe, ch. xi;
Laurie, 134-145; Lee; *Martin, 57-84; †Martin; Smith, chs. ix-x;
Williams, I, ch. ix.)

- 1 The school-master and the school.
 - a Hours; fees; buildings; etc.
 - b Age and ceremony of admission.
 - c Manner of instruction.
- 2 Course of study.
 - a Rigidity; rote work.
 - b The three grades of instruction.
 - 1) The first book or Primer.
 - 2) The second book.
 - 3) The Four Books and the Five Classics.
- 3 Method of instruction. (Dresslar; Smith, ch. x.)
 - a Earlier stages; reading and writing.
 - b Higher stages.
- 4 Discipline.
- 5 Education of women.

VI RESULTS OF THE SYSTEM. (Laurie, 145-151.)

- 1 Political and social results.
- 2 Characteristic qualities of mind of the Chinese.
- 3 Lack of an ideal human aim.
- 4 The system from our point of view.

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1 Sources.

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4 General Works.

†DOUGLAS, R. K. *Language and Literature of China*. [London, 1875.]

*LEGGE, JAMES. *The Religions of China*. [London, 1880; New York, 1881.]

MAY, SIR THOS. E. *Democracy in Europe*, I. [London, 1887.]

TAYLOR, HENRY OSBORN. *Ancient Ideals*, I. [New York, 1896.]

5 Suggestions as to Reading.

All of the Important Secondary Authorities are good, Dresslar, Laurie, Martin, Smith, and Williams being especially valuable. There is little to choose between these works. †Legge, in the introduction to his great work, gives a good idea as to the ancient influences which are still operative in China. Of the second group, Hailman and Kemp contain good short chapters. Taylor is the best of the General Works. See the pages of the Syllabus for more detailed suggestions.

VII PERSIAN EDUCATION.

(Compayré, 14-15; Kemp, ch. iii; Laurie, 178-195; Letourneau, 403-414; Schmid, I, 115-137.)

I THE PERSIAN GOVERNMENT.

- 1 Local autonomy granted to subject nations.
- 2 Toleration of foreign manners and religion.
- 3 Absence of the caste system.
- 4 Premium placed on personality and initiative.

II THE PERSIAN CHARACTER.

- 1 Disposition toward humanity. Mercy; equity; cheerfulness.
- 2 Strong family and national feeling.
- 3 Supreme virtues.
- 4 National religion a religion of light.
 - a Freedom from idolatry of the better classes. (Sayce, 256-270.)
 - b Strong ethical elements.
- 5 Natural influence of these elements on the education of the young.
- 6 Significance of Persian life and education.

III PERSIAN EDUCATION.

- 1 Nature of their system.
- 2 The plan of education.
 - a The period of home education.
 - b The period of public instruction.
 - c The education of the upper classes.
- 3 Characteristics of early education.
- 4 Education and position of women.
- 5 Education of the Magian priesthood.
- 6 Method of instruction.

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- 2 Suggestions: Laurie is the most useful reference.

VIII HEBREW EDUCATION.

(Kemp, ch. v; Letourneau, 351-379; Levy; May, I, 32-40; Plath, §4; Schmid, I, 294-333; Stein, I, 174-180.)

I FIVE GREAT PERIODS IN HEBREW LIFE AND EDUCATION.

(Duff; Leipziger, 187-197; Marcus, pt. 1; Simon, pt. 1; Strassburger, 1-24; Taylor, II, chs. xvii, xviii, ix.)

- 1 Preceding the time of Moses.
 - a Character of the people.
- 2 From the Exodus [1493 B. C.] to the death of Samuel [1043].

(Deuteronomy, v, vi; †Imber, 1801-5; Kent, 89-98; Laurie, 65-80.)

 - a The educational and political reforms of Moses.
 - 1) His exalted conception of God.
 - b Education entrusted to the priests and Levites.
 - 1) What they taught.
 - 2) Priests gradually neglected their duty.
 - c Samuel founded the school of the Prophets.
 - 1) Importance of their work.
 - d Nature of the education of the masses up to the time of Samuel.
- 3 From the death of Samuel [1043] to the return from Babylon [538].

(†Imber, 1804-5; Kent, 196-206; Laurie, 80-83; Proverbs, I.)

 - a The reforms of Samuel short-lived. From the death of Solomon [976] to the captivity [721; 588] a period of civil dissensions and increasing ignorance.
 - b The Jews in the schools of their captors.
- 4 From the return from Captivity [538] to the birth of Christ. (Laurie, 83-92.)
 - a Priests and Scribes became the teachers of the people.
 - 1) The priests neglected their priestly functions, for which they were called to account (Malachi, II, 1-12).
 - 2) The synagogues [c. 450] centers of instruction. Ezra's great open-air Bible class (Laurie, 86-88; Nehemiah, viii, 1-8.)
 - 3) Sabbath schools among the Jews at this period. (Ellis.)
 - b Ezra [c. 450] called "The Great Synod" together. Work of this assembly in establishing schools. (†Imber, 1806-8, 1818-20.)
 - 1) Advances during this period.

- c Learning and law now centered in the Scribes, or "Rabbins."
(Laurie, 84-91.)
 - 1) Their method of teaching.
 - 2) Gradual growth of their power.
 - 3) Increasing extent of their learning.
 - a) Greek studies in the third century, B. C.
 - d Disfranchisement of the ignorant. (†Imber, 1811.)
- 5 After the birth of Christ. (Laurie, 92-95; Leipziger, 193-197.)
 - a Work of Josué ben Gamala [c. 64 A. D.] in establishing free compulsory education.
 - 1) Conception of education as a means of national regeneration and preservation.
 - b First people to insist on the education of *all*.
 - c Lasting effect of the religious and national training.

II THE TALMUD: ITS CHARACTER, DIVISIONS, AND DATE. (†Imber, 1808-10.)

- 1 The *Mishnah*.
 - a Covers two centuries before and after Christ.
 - b Written by the Rabbins after 70 B. C.
 - 1) First edition, 190 A. D.
 - 2) First critical edition, 270 A. D.
- 2 The *Gemara*.
 - a Covers about three centuries from the close of the *Mishnah*.
 - b Written about 500 A. D.

III EDUCATIONAL MAXIMS FROM THE TALMUD.

- 1 He who studies and teaches others possesses treasures and riches.
- 2 He who has learned and does not impart his knowledge unto others disregards the Word of God.
- 3 It is not permitted to live in a place where there is neither master nor school.
- 4 Jerusalem was destroyed because her instructors were not respected.
- 5 If both the father and the teacher are threatened with any material loss the latter should be protected first.
- 6 As soon as the child begins to speak the father should teach him to say in Hebrew, "The law which Moses commanded us is the heritage of the congregation of Jacob," and, "Hear, O Israel, the Eternal our God is one God."
- 7 The teacher should strive to make the lesson agreeable to the pupils by clear reasons, as well as by frequent repetitions, until they thoroughly understand the matter and are able to recite it with great fluency.
- 8 No man can acquire a proper knowledge of the Law unless he endeavors to fix the same in his memory by certain marks and signs.
- 9 Let the honor of the pupil be as dear to thee as thine own.
- 10 He who gives instruction to an unworthy pupil will suffer for the consequences thereof.

- 11 The study of the Law is very important because it leads to good actions. He whose good actions exceed his wisdom, his wisdom shall endure.
- 12 Just as a man is bound to have his son instructed in the Law, so also should he have his son taught some handicraft or profession. Whosoever does not teach his son a handicraft teaches him to be a thief.
- 13 One learns much from his teachers, more from his school-fellows, but most of all from his pupils.
- 14 The instruction of children should not be interrupted, even for the purpose of building a Holy Temple.
- 15 Only those pupils should be punished in whom the master sees that there are good capacities for learning, and who are inattentive; but if they are dull and cannot learn they should not be punished. Punish with one hand and caress with two.

IV THE CIVIL LAWS OF THE TALMUD. (Fenton; Spiers, 57-106.)

- 1 Divisions and nature of the Laws.
 - a Laws relating to damage suffered by a person or his cattle and other animals, caused by a pit, well, or fire.
 - b Laws relating to claims for theft.
 - c Laws relating to compensation for bodily injuries.
 - d Laws relating to robbery.
- 2 What the Laws reveal as to the life and occupations of the people.

V THE SCHOOL SYSTEM OF THE TALMUD. (Laurie, 92-100; Leipziger, 198-221; Letourneau, 359-372; Lewit; Kemp, ch. v; Marcus, pt. 2; Simon, pt. 2; Strassburger, 24-91.)

- 1 The community and its educational duties. (†Imber, 1811-14.)
- 2 Points of importance in the later Hebrew system of education. (†Imber, 1812-14; Spiers, 1-18. Maxims, above.)
 - a Qualities requisite to becoming a teacher.
 - b High estimation of the office of instructor. Reverence for. (Spiers, 16-18, 37-39. Maxims, above.)
 - c Education a national interest.
 - d Duties of parents. (Edersheim, ch. vii; †Imber, 1813-14. Maxims, above.)
- 3 Importance of teaching each child a trade. (Spiers, 40-45.)
- 4 Gradation of instruction, and nature of. (Edersheim, ch. viii; †Imber, 1812-13; Laurie, 98-99; Spiers, 19-36.)
 - a Early home training. Intensity of family life.
 - b From five to six years of age.
 - c From six to ten years, the *Pentateuch*.
 - d From ten to fifteen years, the *Mishnah*.
 - e After fifteen, the *Gemara*. (Ellis, 376.)
- 5 Details of school organization. (†Imber, 1813-14; Laurie, 95-100; Spiers, 46-55.)

- a Divisions of classes.
- b Pupil teachers.
- c Transfers between schools.
- d Punctuality and regularity of attendance.
- e School hours, days, and holidays. (†Imber, 1843.)
- f Nature of discipline.
- g Use of rewards.
- 6 Equal education for all classes.
- 7 Music in Jewish education.
- 8 Education of girls. The ideal of female education. (Edersheim, ch. viii; Proverbs, xxxi, 10-28.)

VI JEWISH SCHOOL BOOKS.

- 1 First reading-slip the Law of Moses.
- 2 Translation of a reader used about 1800 years ago, showing the kind of reading material used. (*Imber.)
- 3 The *Pentateuch*; the *Mishnah*; and the *Gemara*.

VII LESSONS TO BE DRAWN FROM JEWISH EDUCATION.

- 1 Lasting influence of the system of training provided.

VIII REFERENCES.

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4 Suggestions as to Reading.

Of the Sources, *Imber is interesting and valuable, and should be consulted by students. Of the first group of secondary authorities, Laurie, Leipziger, and Spiers will be of greatest value to the beginning student. Imber also contains much that is valuable. Marcus and Strassburger are old standards, but long and including much detail. Lewit is a more recent and a valuable work. Leipziger is a free translation of a portion of Marcus. Spiers is an especially valuable work. Edersheim is an old popular work. Of the second group of Secondary Authorities, Duff is particularly valuable for the religion and ethics of the Hebrew people as a background to their education, though their educational system is not specifically described. The few pages in Ellis are quite interesting. Kent and Fenton describe the life of the people. Taylor is good on the ideals of the Hebrew people. Plath is good for practice in reading easy German. The chapters in Compayré and Kemp are not very satisfactory.

IX GREEK EDUCATION.

(Browning, 1-17; Compayré, 17-42; Felton, I, lect. viii; Freeman, map iv; Grasberger; Hailman, 18-30; Kemp, ch. vi; May, I, 43-138; Quinn; Regener, 2-18; Schiller, 5-15; Schmid, I, 178-257.)

A MODIFYING INFLUENCES AND GENERAL CHARACTERISTICS.

I INFLUENCE OF THEIR RELIGION. (*Davidson, 3-11; De Coulanges, 49-67; Dickinson, 1-18, 126-186; Gardner and Jevons, 68-87; Laurie, 196-210, 213-226; Smith, 47-55; Taylor, I, ch. viii.)

- 1 Religion idealized humanity.
 - a Absence of awe and fear.
 - b Homeric poems the starting point of the inner life of the Greeks.
- 2 The divine element in all men.
 - a Struggle for inner harmony.
 - b Conditions necessary to realize this ideal.
 - 1) Influence on marriage, and on the subject-matter and method of education.
- 3 Strong moral unity of the Greek people.
- 4 Greek art and Greek character. (Dickinson, 187-226.)
- 5 The Greek games and the Greek drama. (Duruy, II, pt. 2, 378-394; Gardner and Jevons, 269-273.)
 - a Physical and moral value of the games.
 - 1) Social training of the games.
 - 2) Effect on the Greek character.
 - b Moral training of the drama.

II THE CITY STATE; WAR; PHILOSOPHIC SPECULATION.

(*Davidson, 12-25; Dickinson, 65-125; Duruy, II, pt. 2, 378-394; Fling, ch. 2; Gardner and Jevons, 1-9.)

- 1 Influence of the geographical position of the Greek states.
- 2 Nature of the political organization.
 - a Degree of political unity.
 - b Relation of freemen; foreign residents; and slaves.
 - 1) Who were educated.
 - c Idea of the dominant power of the ruling class.
- 3 The place of the family in society.
- 4 Influence of commerce.
 - a Greek power of assimilation.

- 5 Rise of Philosophy and a leisure class after 600 B. C.
 - a Search for a first principle. (Draper, ch. iv, 95-100.)
 - 1) Physical speculation.
 - 2) Socrates substitutes moral for physical principle.
- 6 Influence of the Persian wars [490-479 B. C.].
 - a Education now insisted on as a means of virtue.

III COMMON FEATURES OF ALL GREEK EDUCATION. (Becker, 1-21, 217-240; Blümner, ch. iii; †Davidson, 86-105; *Davidson, 33-37; Laurie, 196-226; Monroe, 1-15; Quinn, 271-276.)

- 1 Education everywhere recognized as a public necessity.
 - a Provision for.
- 2 Citizenship a degree.
 - a How obtained.
 - b To whom open.
- 3 Stages everywhere the same, though the age limits differed.
 - a The four stages.
 - 1) Nature of education.
 - 2) Examinations.
- 4 Education of women. (Dickinson, 154-167.)
 - a Nature of, and extent.

B EARLY GREEK EDUCATION.

(*Davidson, 38-40; Lane, 11-27; Laurie, 226-227.)

I ÆOLIANS THE FIRST OF THE GREEKS TO MAKE ANY NOT-ABLE ADVANCE.

- 1 Early promise as a people not fulfilled.
 - a The cause of this.
- 2 Nature of their education in gymnastics, music, and letters.
- 3 Work of Epaminondas.
- 4 Early education in Crete.

C SPARTAN EDUCATION.

(*Davidson, 41-51; Dittes, 51-56; Duruy, I, 434-475; Fling, ch. 3, 32-44; Gardner and Jevons, 414-431; Kemp, 55-62; Lane, 31-38; Letourneau, 419-428; Monroe, 15-24; Müller, II, Bk. iv, ch. v; Smith, 55-71; Stadelmann, 50-55; Wilkins, 1-59.)

I THE SPARTAN IDEAL.

- 1 As influenced by the location of Sparta.
 - a Elements in the population of the Spartan State.

- 2 First duty of each citizen.
- 3 Virtues demanded.
- 4 Aim of education.
- 5 The "Laws of Lycurgus" (Barnard's Jr., XIV, 611-624; Duruy, I, pt. 2, 457-475; Plutarch, I, *Lycurgus*).

II THE NATURE OF SPARTAN EDUCATION. (Fling, pt. 3, 32-44; Hobhouse, 14-15; Laurie, 228-248.)

- 1 The period of infancy.
 - a Examination. Training.
- 2 The period of boyhood.
 - a Nature and support of schools.
 - 1) The *pædonomus*.
 - 2) The school; classes; discipline.
 - 3) Dress; food.
 - b The method of instruction.
 - 1) The teachers.
 - 2) Authority of the elder men.
 - c The subject-matter of instruction.
 - d The ruling idea of instruction during this period.
 - 1) Nature and object of instruction in gymnastics.
 - 2) Nature and object of instruction in music.
 - e Why no higher education.
- 3 The period of youth. [Cadets; *ephebi*.]
 - a Military training.
 - 1) Nature of the new training.
 - 2) Food; beds; drills.
 - b Training in expression.
- 4 The period of manhood; full citizenship.
 - a The marriage relation.
 - b The State and the family.
 - c Socialism of Spartan life.
- 5 The education of women in Sparta.
 - a Nature of, and effect on their character.

III RESULTS OF THE SPARTAN SYSTEM. (Duruy, I, 469-475.)

- 1 Qualities emphasized. Example.
- 2 Qualities over-looked and sacrificed.
- 3 Effect of the system on the State.
- 4 Chief lesson.

D IONIC, OR ATHENIAN EDUCATION.

(Becker, 1-21, 217-240; Daremberg and Saglio, article *éducatio*; *Davidson, 60-92; †Davidson, 53-77; ‡Davidson, 86-105; Dittes, 56-64; Gardner and Jevons, 297-322; Girard; Kemp, 62-83; Lane, 39-85; Laurie, 248-288; *Mahaffy; ‡Mahaffy, ch. xi; Plath, § 2; Quinn, 271-276; Wilkins, 60-100.)

I THE ATHENIAN IDEAL. (Laurie, 248-249.)

- 1 Athenian education a reflex of Athenian life. (Blümner, ch. iii; †Davidson, 29-52; Duruy, II, pt. 2, 645-664; Girard, 1-8; Monroe, 24-31.)
 - a Contrast with that of Sparta.
 - b Private life *vs.* public life.
 - 1) The place and nature of family life.
 - 2) Its relation to State education.
- 2 Aim of Athenian education. (Girard, 8-16.)
 - a The ideal of an educated man.
 - b Motives.
 - c Object of instruction.
 - d Ideal of personal conduct.

II ORGANIZATION OF THE ATHENIAN SCHOOLS. (*Davidson, 67-72; Girard, 17-61, 100-125, 241-252; Lane, 49-57; Laurie, 253-256, 276-278; *Mahaffy, ch. v; Whittaker.)

- 1 Extent of State supervision.
 - a Over private schools and *palæstra*.
 - b Over the *gymnasia*.
 - c Extent of compulsory education.
- 2 School houses.
- 3 School-masters.
 - a Position; qualifications; fees.
 - b Discipline.
- 4 The Pedagogue.
 - a His work and position. (See picture, Girard, 121.)
- 5 Hours of instruction. Holidays.
- 6 Method of teaching.
 - a Pictures of schools. See Girard, as follows:
 - 1) Interior of a school, (pp. 109, 111, 171, and 173).
 - 2) Interior of a *palæstra*, (pp. 191, 193, 195, and 197).
 - 3) Showing boys exercising, (pp. 199-215).
 - b Pictures of ancient school and library materials. (Daremberg and Saglio, II, pt. 2, 1699-1705; Schreiber, plates 89-92.)

AN ATHENIAN SCHOOL.

(From a cup discovered at Caere, signed by the painter Duris, and now in the Museum of Berlin. A. Michaelis, *Archaeolog Zeitung*, 1873, pl. 1.)



A LESSON IN MUSIC AND GRAMMAR.

[EXPLANATION:—At the right is the *paidagogos*; he is seated, and turns his head to look at his pupil, who is standing before his master. The latter holds a triptych and a stylus; he is perhaps correcting a task. At the left a pupil is taking a music lesson. On the wall are hung a roll, a diptych, a lyre, and an unknown cross-shaped object.]



A LESSON IN POETRY AND MUSIC.

[EXPLANATION:—At the right sits, cross-legged, the *paidagogos*, who has just brought in his pupil. The boy stands before the teacher of poetry and recites his lesson. The master, in a chair, holds in his hand a roll which he is unfolding, upon which we see Greek letters. Above these three figures we see on the wall a cup, a lyre, and a leather case of flutes. To the bag is attached the small box containing mouthpieces of different kinds for the flutes. Farther on a pupil is receiving a lesson in music. The master and pupil are both seated on seats without backs. The master, with head erect, looks at the pupil who, bent over his lyre, seems absorbed in his playing. Above are hanging a basket, a lyre, and a cup. On the wall is an inscription in Greek.]

III NATURE OF ATHENIAN EDUCATION. (*Davidson, 60-92; Guhl and Koner; Laurie, 248-288; Quinn, 108-111, 186-200, 271-276; Whittaker.)

- 1 The period of infancy. (Blümner, ch. ii; Gulick, ch. vi; Hobhouse, 3-5; †Smith, II, 94-99; Stadelmann, 22-28; Ussing, I.)
 - a Family education.
 - b Home life; games; discipline. (Girard, 65-99; *Mahaffy, chs. i, ii; Richter, ch. i.)
- 2 School education. (Bosanquet, 1-23; *Davidson, 67-84; Girard; Gulick, chs. vii, viii; Hobhouse, 5-14; Kemp, 62-70; Lane, 58-80; Laurie, 259-270; Letourneau, 435-458; *Mahaffy, chs. iii-vi; Stadelmann, 56-127; Ussing, II.)
 - a Age limits.
 - b Gradual differentiation of subjects.
 - 1) Secondary education an evolution.
 - c Literary education. Subjects and methods of instruction. (Girard, 126-160.)
 - 1) Reading and Literature.
 - 2) Arithmetic. (Cajori, 63-67; Tetlow.)
 - 3) Writing.
 - 4) Geometry [after c. 400, B. C.].
 - 5) Drawing [after c. 350, B. C.].
 - 6) Grammar [after c. 300, B. C.].
 - 7) Rhetoric and Dialectics [after c. 200, B. C.].
 - d Musical education. (Girard, 161-184; *Mahaffy, chs. v, vi.)
 - 1) Place in Greek education.
 - 2) Chanting and singing.
 - 3) Use of the lyre and cithara.
 - e About 350, B. C. school education differentiated into:
 - 1) Primary education. Teacher known as a *grammatist*.
 - a) Age limits.
 - b) Subjects taught.
 - 2) Secondary education. Teacher known as a *grammaticus*.
 - a) Age limits.
 - b) Subjects taught.
 - 3) This distinction emphasized later in Rome.
 - f Moral education. Provisions for. (*Davidson, 73-75; Girard, 253-270; Laurie, 267-270; Monroe, 31-33.)



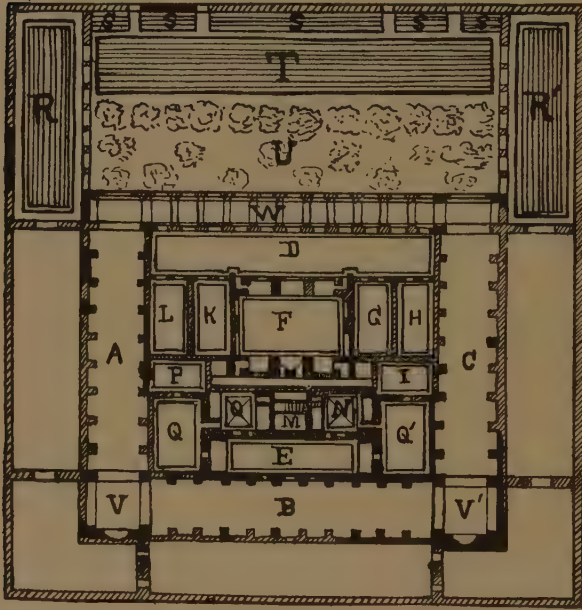
THE LITERATURE LESSON.
(After Caeretan cylix, Campana collection, 5th century. *Ann. dell' Inst.*, 1856, tav. xx.)

g Gymnastics or bodily training.

- 1) The *palæstra*.
- 2) The *gymnasium*. (See plate and appended references.)
- 3) Nature and object of exercises. (Daremberg and Saglio, article *gymnastica*; Girard, 185-220; Gulick, ch. viii; Lowrey; *Mahaffy, ch. iii; Richter, ch. ii.)

h Dancing: nature of.

- 1) Correlation of d and g.



GROUNDPLAN OF THE GYMNASIUM AT EPHEOS.

(Redrawn from Richter, *Die Spiele der Griechen und Römer*, p. 27.)

[EXPLANATION:—A, B, C, pillared corridors, or portico; D, an open space, possibly a *palæstra*, evidently intended to supply the *peristylum*; E, the *Sphæristerium*, a long narrow hall used for games of ball; F, the *Ephebeum*, a large hall with seats; G, the *Coryceum*, in which was suspended a sack filled with chaff for the use of boxers; H, the *Conisterium*, where the young men sprinkled themselves with dust; I, the *frigida lavatio*, or cold bath; K, the *Elæothesium*, where the wrestling master anointed the bodies of the contestants; L, the *Laconicum*, or dry sweating apartment; P, the hot bath; Q, Q', rooms for games, for the keepers, or for other uses; R, R', *Xysti*, or covered *Stadia*, for use in bad weather; S, S, S, rows of seats, looking upon T, the uncovered *Stadium*; U, groves, with seats and walks among the trees, V, V', *Exedrae*, or recessed seats for the use of philosophers, rhetoricians, and others.]

For further description see Becker, 300-305; Daremberg & Saglio, II, pt. 2, 1684-1689 (8 plans); Gardner and Jevons, 315-317; Guhl and Koner, 106-111; Richter, 26-28; and Smith, I, 925-930.

- 3 Advanced, or college education. (Capes, 20-47; *Davidson, 85-89; Girard, 271-309; Lane, 81-85; Laurie, 270-274; Letourneau, 458-462; *Mahaffy, ch. vii; Quinn, 275-276; Stadelmann, 156-172.)
 - a Age limits.
 - b Who admitted, and how.
 - c Studies.
 - d *Gymnasia*. State-supported institutions. The Academy.
 - e Youths pass from care of a *pedagogue* to care of the State. [*Ephebi*.]
 - 1) Effect of the change.
 - f Authority of the father, and of the Court of Areopagus.
 - g Training of the Ephebic period.
 - h Enrollment as candidates for citizenship.
 - 1) The ceremony.
 - 2) The oath. (*Davidson, 61; Laurie, 271; Monroe, 33.)
 - 3) Nature of the next two years' service.
- 4 Education of women in Athens. (Ball, B. W.; Felton, I, 343-355; Gardner and Jevons, 340-354; Guhl and Koner, 186-196; Hobhouse, 16; Laurie, 275-276; Monroe, 34-50; Stadelmann, 17-21.)
 - a Nature and extent of education.
 - b Home life. Health. Virtues. Marriage.

IV ATHENS AND SPARTA COMPARED. (Laurie, 278-282.)

- 1 Education in each a reflex of the ruling idea as to the purpose and functions of the State.
- 2 Leading characteristics of each system.
- 3 The contribution of each to civilization. (Butcher, ch. i.)
- 4 Lessons to be drawn from a study of each.

E LATER GREEK EDUCATION.

(Barnard's Jr., XXIV, 457-467; †Davidson, 78-102; Kemp, 70-82; Monroe, 51-66; Taylor, I, ch. x.)

I THE NEW HIGHER EDUCATION. (Capes; *Davidson, 90-92, 97-103; Draper, I, ch. iv; Girard, 310-327; Hobhouse, 16-20; Laurie, 283-295; Lloyd, II, ch. lvi; *Mahaffy, ch. xi; Stadelmann, 173-216.)

- 1 After 479 B. C., the need of more education began to be felt, particularly in Athens.
 - a Reason for this. (Godley, ch. i; Monroe, 66-91; Syllabus, p. 25.)
- 2 The new teachers in the State. The new schools.
 - a New subjects introduced.

- 3 The Sophists: Protagoras [445]; Gorgias; Prodicus; Hippias.
 - a Nature of their teaching. (Girard; Isocrates, Oration xiii; Laurie, 288-291; *Mahaffy, ch. ix; Monroe, 91-109.)
 - b Effect of their teaching on the schools and on the life of the time.
 - c The school of Isocrates [b. 393-d. 338 B. C.] as a type.
- 4 The struggle against the change. (*Davidson, 93-113; Fowler, 150-183.)
 - a The old aristocratic party.
 - b Aristophanes [440-380]. (*The Clouds*.) (Godley, ch. ix.)
 - c Socrates [469-399]. (†Davidson, 103-127; Dittes, 64-67; Draper, I, ch. v; Hailman, 31-41; Letourneau, 462-470; Lewes, I, Fourth Epoch; *Mahaffy, ch. viii; Painter, 56-60; Plath, 7-14; *Zeller.)
 - 1) His method of teaching. (*Bryan, same dialogues as in *Jowett; *Jowett, I; Fitch, ch. iii; Monroe, 109-115; Xenophon, *Memorabilia*, bk. iv, ch. 2.)
 - a) Socrates in contrast with the baser Sophists. (Godley, ch. v; *Jowett, I, *Euthedemus*, pp. 189-250.)
 - b) Socrates in contrast with the superior Sophists. (Godley, ch. iv; *Jowett, I, *Protagoras*, pp. 113-188.)
 - c) Socrates among the young. (Godley, ch. vi.)
 - 2) His place in history. (Godley, ch. ii.)

II IDEAL REMEDIES PROPOSED BY THE PHILOSOPHERS.

(Fischer, 15-40; Hailman, 31-41; Martin.)

- 1 Xenophon [fl. c. 410-362].
 - a His Spartan modification of the Athenian plan. (*Davidson, 114-132; Martin, ch. 1; Monroe, 116-128; Xenophon's *Cyropædia*, particularly I, ch. 2.)
- 2 Plato [429-348].
 - a His plan to secure a succession of sages. (Abbott, ch. iii; Adamson; Bosanquet; *Davidson, 134-150; †Davidson, 128-151; Dittes, 67-68; Draper, I, ch. v; Hobhouse, 20-28; Letourneau, 428-433; Lewes, I, Sixth Epoch; *Mahaffy, ch. x; Martin, chs. ii-iv; Monroe, 129-137; Nettleship; Painter, 60-62; Wilkins, 101-134; †Zeller, ch. xi.)
 - 1) His work tended to increase the individualism he sought to cure.
 - b First to present the super-civic man.
 - c The after results of his work.
 - d The *Republic*, particularly bk. vii. (*Bryan; †Bryan; †Jowett; Monroe, 138-221.)

- e The *Laws*. (Monroe, 222-264.)
- 3 Aristotle [384-322]. (Barnard's Jr., XIV, 133-146; Burnet; *Davidson, 166-202; †Davidson, 152-176; Dittes, 67-71; Draper, I, 171-181; ‡Jowett, I, bk. viii; Laurie, 295-300; Lewes, I, Seventh Epoch; *Mahaffy, ch. x; Martin, ch. v; Monroe, 265-294; Painter, 62-65; Wilkins, 135-167.)
 - a His outline of an ideal State.
 - b The State an organized means to an end.
 - c His plan for education.
 - 1) Aim and purpose of education.
 - 2) Practical studies.
 - 3) Creative studies.
 - 4) Theoretical studies.
 - 5) Philosophy, or highest education.
- 4 Epidemic of letters and individualism. (Godley, ch. xi.)
 - a Philip [338 B. C.] became master.
 - b Empty pretense of the rhetorician supreme.
 - 1) Sects arise.
 - c Greece became a Roman province [146 B. C.].
 - d Alexandria the new intellectual center.

III THE ALEXANDRIAN PERIOD. (Bury, I, 206-212, 317-325; *Davidson, 206-213; Draper, I, 187-206; Hatch, lect. 2; Kingsley, 3-68; Quinn, 276-280.)

- 1 Work of Alexander in uniting the western Orient and establishing a common language, literature, philosophy, a common interest, and a common body of scientific information and international law.
 - a Effect of this on Rome.
- 2 Athens long a city of letters and a center of philosophical teaching. (Barnard's Jr., XXIV, 475-486; Monroe, 295-307.)
 - a Athenian schools widely known between 150 B. C. and 100 A. D.
 - b Spread and influence of Greek higher education. (Hatch, lect. 2.)
 - c The philosophical schools of the period.
 - 1) Commentator had succeeded the philosopher.
 - d Lectures; lecturers; hearers.
 - e Justinian closed the schools [529 A. D.]. (Sandys, 368, 374.)
- 3 In the division of the Empire, Ptolemy Soter took Egypt [323 B. C.], and made Alexandria the intellectual capital of the world.
 - a Athens sapped by Alexandria. (†Mahaffy, 192-198.)
 - b The Library and the Museum founded. (Draper, 187-193.)
 - 1) Magnitude of the collection. (Sandys, 105-115.)
 - c State-supported schools of the period. (Sandys, 105-115.)

- d Schools of medicine and science. (Matter, Routledge, 33-52.)
- 4 Some famous Alexandrian students and teachers. (Ball, W. W. R., chs. iv, v; Cajori, 34-62; Draper, I, 193-206; Routledge, 33-52.)
 - a Euclid [c. 323-283?] opened a school at Alexandria, about 300 B. C.
 - b Archimedes [287-212]. Mechanician.
 - c Eratosthenes [276-196]. Librarian, geographer, astronomer, geologist. (Sandys, 123-125.)
 - d Ptolemy [b. ?-d. 168 A. D.]. (Draper, I, 322-324.)
 - 1) His Mechanism of the Heavens [*Syntaxis*], written about 138 A. D., the standard astronomy in Europe for almost 1500 years.
 - 2) His Geography used in European schools until the fifteenth century.
 - e Hypatia [370-415]. Mathematician.
- 5 Some famous Christian teachers of the Second Century, A. D.
 - a Polycarp [80?-166].
 - b Ignatius [?-107?].
 - c Justin Martyr [105?-167].
- 6 Interaction of Greek, Hebrew, Roman, and Christian thought. (†Davidson, 117-120.)
- 7 Alexandria in turn sapped by Rome, and became a provincial town.
- 8 Constantinople founded in 330, and soon became the center for Greek learning.
- 9 After being preserved for centuries in the East, the science, literature and philosophy of the Greeks was handed on to the West. (Harrison; Sandys, ch. xxiii.)
 - a Through Spain, by the Arabs. (Syllabus, Sect. XVII.)
 - b Through Italy, by the Renaissance. (Syllabus, Sect. XXI.)

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6 Suggestions as to Reading.

Of the Sources, Jowett's translations and the two works by Bryan, which are based on Jowett, are excellent. Monroe is a good collection of extracts, bearing largely on the theory of ancient education. Plutarch is worth reading carefully. Lowrey is a translation of Lucian's dialogue of Anacharsis and Solon, with many comments. The collection of extracts edited by Flin is quite serviceable. Burnet is a recent work in the Cambridge Training College series.

Of the Special Secondary Authorities, the first two by Davidson, and those by Hobhouse, Laurie, *Mahaffy, and Wilkins are of the first importance, *Davidson and Laurie being particularly valuable. Hobhouse is a history of practice, and contains many citations to authorities. Lane is a popular and a very readable essay, though of less value than the works cited above. Whittaker is a short and interesting sketch. Grasberger is a monumental work, and almost all later writers have been indebted to it. It contains so many extracts from sources that it is almost a book of sources in itself. Smith's Dictionary is a mine of information, and its citations to authorities are of much value. Schmid contains a very detailed account. Ussing is a valuable, condensed treatise. Stadelmann is a popular sketch, based on secondary authorities, and written in easy German. Daremberg and Saglio, and Girard contain many excellent pictures, as well as valuable citations and descriptive text.

Of the books and articles in group 3 referring to particular periods or phases, the articles in Abbott, Bosanquet, Nettleship, Taylor, and the two books by Zeller all bear on the later work of the theorists. Zeller's works are excellent, though too long for ordinary use. Fitch has a good chapter on Socrates as a teacher. Tetlow explains arithmetical method in detail. Capes deals with a special and limited phase of the later higher education. Kingsley, †Mahaffy, and Hatch deal with the influence of Greek ideas on the later thought at Alexandria, Rome, and in the Christian world, Hatch being particularly valuable. Godley is a valuable and very readable book, and will be of much use for the period of the Sophists. Sandys, a wonderful example of painstaking scholarship, is valuable for the Alexandrian period.

Of the references in group 4 containing short general articles, Becker and Richter refer to the games and the gymnasium more particularly than the others. Becker, Felton, Göll, Guhl and Koner, and Müller are old standards. Felton, and Guhl and Koner are particularly good. Müller describes Spartan education in detail. Letourneau contains a good sketch and offers good practice in reading French. The two chapters in Gulick are good, but short. The histories of education cited contain only short and very general chapters, and are usually unsatisfactory. The German histories will afford good language practice.

Of the General Works, W. W. R. Ball and Cajori relate to the state of mathematical knowledge in Greece and later at Alexandria. Routledge states the same for both mathematics and science. Butcher, Dickinson and Mahaffy contain chapters on the family and social life of Greece, while Fowler, Lloyd, and May bear on the political aspect of Greek life. Draper gives a very readable account of the changes in Greek philosophy and science. Schrieber is a volume of pictures, illustrative of Greek life.

The beginning student will probably find *Davidson, †Davidson, Hobhouse, Lane, Laurie, *Mahaffy, or Wilkins the most useful to begin with, and then supplement the book read with a second from the above list or with other references which refer more directly to particular phases. Sandys is very good for the Alexandrian period, and Godley for the Sophists and Socrates. Monroe is best for the sources. The pages of the Syllabus should be consulted for more detailed suggestions as to reading.

X ROMAN EDUCATION.

(Compayré, 43-60; Grasberger; Hailman, 42-51; Kemp, ch. vii; Klemm, ch. ix, pt. 1; Plath, § 3; Regener, 19-22; Schiller, 15-29; Schmid, I, 258-293; Smith.)

A MODIFYING INFLUENCES: CHARACTER OF THE ROMANS.

(Addis, 615-619; Dittes, 71-74; May, I, 140-182.)

I INFLUENCE OF THEIR RELIGION. (Laurie, 305-315; Tighe, 35-42.)

- 1 Roman worship of the gods a reverential recognition of the Unseen Power.
 - a The early Romans the Puritans of the ancient world.
- 2 Nature of the early Roman religion.
 - a The family element. (Duruy, I, 255-271.)
 - b *Lars familiaris*. *Vesta*. Sacred hearth. Ancestors.
- 3 The family the unit.
 - a Place and authority of the father.
 - b Place of the wife and mother.
 - 1) In the home.
 - 2) In the education of her children.
- 4 Religion of the city an outgrowth of that of the home.
 - a Virtues demanded in the State.
- 5 Contrast with the Greeks.
- 6 Influence of foreign conquest. The religion of the conquered peoples.
 - Foreign cults.
 - a Effect on the early family religion.
 - b Effect on the moral influence of the home.
 - c Effect on the character of the Roman.
 - d Effect on society and the life of the nation.

II. INFLUENCE OF THEIR POLITICAL ORGANIZATION. (Fling, chs. vi-x; Taylor, I, ch. xii; Tighe, chs. v, vi.)

- 1 Classes in the Roman State.
 - a Effect of the struggle of the plebs for civil and political rights in shaping the education of a Roman.
 - 1) The three lines of professional activity.
- 2 Effect of the long struggle for political supremacy in shaping the nation.
 - a Lines of development.

- b Kind of men in demand.
- c Differentiation of pursuits.
- 3 Political institutions a growth.
 - a Consequent nature of.

III INFLUENCE OF WAR. (Bury, I, 25-36; Fling, ch. viii; Ihne, IV, 213-251, 345-373; Lecky, I, 271-308; May, I, 172-182.)

- 1 Its effect on the early religion and morality of the Romans. (Draper, I, 244-250.)
- 2 Effect of the introduction of great numbers of the conquered as slaves.
 - a The low price of slaves.
- 3 Effect of the introduction of Greek education and culture.
- 4 Effect of the growth of great landed estates, worked by slaves.
 - a On the Roman peasantry.
 - b On population.
 - c In developing a city proletariat.
 - 1) Its influence.
- 5 Effect of the growth of the fever for wealth and power.
- 6 Effect of the great increase of conquered territory.
 - a The Roman state in c. 500 B. C.; 219 B. C., 64 B. C., 13 A. D., and 117 A. D. See maps in Freeman; Labberton; Putzker; and in Roman histories.)

IV CHARACTER OF THE ROMANS AS A PEOPLE. (Laurie, 315-318.)

- 1 Personal character.
 - a Gradual change in.
- 2 Conception of law and liberty.
- 3 Literary, scientific, and æsthetic tastes.
- 4 Conception of commerce and purpose of colonies.

V COMPARISON OF INFLUENCES OPERATING AT ATHENS AND AT ROME.

B EDUCATION IN THE EARLY PERIOD. [509-148 B. C.]

(Clarke, 1-37; Hobhouse, 29-32.)

I EDUCATION IN THE HOME. [509-303 B. C.] (Laurie, 319-323.)

- 1 General rights of the father as to the child.
- 2 Maternal supervision.
- 3 Of what the education previous to 303 B. C. consisted.
 - a Virtues demanded.

- b Moral and religious training.
- c Literature, music and national songs.
- d The Laws of the Twelve Tables. [451-450 B. C.] (Monroe, 327-345.)
- 4 When enrolled as a citizen. The ceremony. Public life and military services. Continuance of home life and training.

II BEGINNINGS OF SCHOOL EDUCATION. [303-148 B. C.] (Laurie, 323-329; Monroe, 346-354.)

- 1 Between 303 and 240 B. C., schools began to develop.
 - a Spread of the Greek language and Greek influence.
 - 1) To what due.
 - b Greek slaves and freemen began to be employed as teachers.
 - 1) Introduction of Hellenic learning.
 - c Subject matter of instruction about 260 B. C.
- 2 Odyssey translated into Latin [c. 233 B. C.].
 - a Importance of this.
- 3 Schools still "adventure schools," though the number and influence increased rapidly after 202 B. C.
 - a Contrast between the old and new education. (Monroe, 355-370.)

C EDUCATION IN THE NATIONAL PERIOD. [148 B. C.-c. 180 A. D.]

(Browning, 18-34; Daremberg and Saglio, article *éducatio*; †Davidson, ch. ix; ‡Davidson, 105-111; Dittes, 75-78; Göll, I, 10-30; Guhl and Koner, 100-103; Letourneau, 475-501.)

I CHANGE IN NATIONAL EDUCATIONAL IDEALS. [200-100 B. C.]

- (Becker, 182-198; Göll, II, 1-16; Hobhouse, 32-34; Laurie, 330-335; †Mahaffy, 558-578; ‡Mahaffy, 61-87; Monroe, 371-385; Stadelmann, Taylor, I, ch. xiii.)
- 1 Great influx of educated Hellenic slaves and adventurers, who opened schools.
 - a Effect on:
 - 1) Religion.
 - 2) Morality.
 - 3) Education.
 - 2 Change in the elements of education.
 - a Cato's time [234-149 B. C.].
 - b Varro's time [116-28 B. C.].
 - 3 Secondary schools under *grammatici* clearly differentiated from primary schools under *ludi* by 148 B. C.
 - 4 Schools for higher education [rhetoric, forensics, philosophy] begun in Rome by Greeks about 148 B. C.

- 5 Native Romans soon opened "culture schools," and Rome awakened to a new conception of education. (Monroe, 386-420.)
 - a Beginning of Latin literature. The literary period.

II ORGANIZATION OF ROMAN SCHOOLS. [After 100 B. C.] (Becker, 182-198; Laurie, 336-347.)

- 1 Extent of State supervision. (Clarke, 38-50.)
 - a Over the "adventure schools."
- 2 Extent to which public education became general.
 - a Quintilian's argument for public education. (Quintilian, I, bk. 1, ch. ii.)
 - b Plutarch's appeal to the family as a center for all education. (Barnard's Jr., XI, 99-110; Monroe, 307-326; *Morals*, Goodwin Ed., I, 1-32.)
- 3 General dread of Greek philosophy found expression in:—(‡Mahaffy, ch. 4).
 - a Senate's disapproval of rhetoricians and philosophers [161 B. C.].
 - b Censorial edict against higher schools [112 B. C.].
- 4 Higher schools under the Empire. (Göll, I, 19-30; Hobhouse, 41-44.)
 - a Cæsar and Augustus encouraged and protected higher schools.
 - b First State maintenance of higher public schools in the reign of Vespasian [69-79 A. D.]. (Hatch, 38-40.)
 - c After c. 150 A. D., State supported secondary and higher schools in cities and larger provincial towns. (Bury, I, 46-47; Laurie, 394-399.)
 - 1) Letter from Pliny the Younger to Tacitus. (Laurie, 397-398.)
 - d Beginnings of certificate and appointment system. (Clarke, 158-159; Hatch, 45-48.)
- 5 School houses. (Clarke, 51-55; Laurie, 346-347.)
 - a Nature of.
- 6 School masters. Plutarch's lament for. "The starveling Greek." (Clarke, 56-58, 154-168; Dill, 399-406; Laurie, 344-346.)
 - a Position.
 - 1) The ordinary teacher.
 - 2) Increased dignity of professors in the higher schools after 100 A. D. (Hatch, 37-42.)
 - b Qualifications.
 - 1) On the selection of school masters. (Quintilian, I, bk. 2, chs. ii, iii.)
 - c Fees. (Clarke, 56-58; Leighton.)
 - 1) Diocletian's schedule of prices.

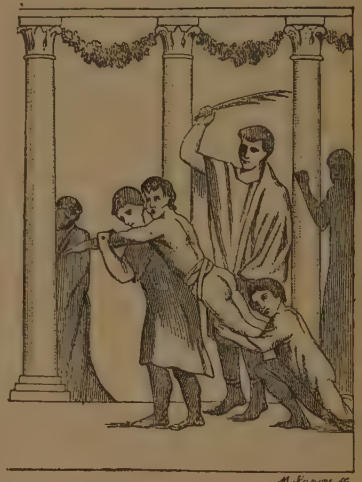
- 7 Hours of instruction. (Clarke, 63-70; Laurie, 343-344.)
 a Holidays.
 b Truancy.
- 8 Chief educational ideas of the Romans. (Clarke, 125-153; Laurie;
 Quintilian, I, bk. 1, ch. iii.)
 a Nature *vs.* training.
 b Memory.
 c Study required. (Quintilian, I, bk. 1, ch. xii.)
 d Incentives.
 e Discipline.
 f Coeducation. Higher education of women. (Pellison, 33-36.)
 g Emphasis placed upon gymnastics and play.
 h Ideal of an educated man.



A LESSON.



DECLAMATION.



PUNISHMENT.

(From a painting at Pompeii.) (From a Roman Sarcophagus.) (From a painting at Herculaneum.)

ROMAN SCHOOLS.

(From Daremberg & Saglio's *Dictionnaire des Antiquités Grecques et Romaines*.)

III IMPORTANCE OF THE WORK OF QUINTILIAN.

- 1 His position in the history of education. (Browning, 26-34; Compayré, 47-52; Dittes, 78-81; Hobhouse, 44-49; Laurie, 355-362; Monroe, 445-450; Venerable.)
 a What he represents.
 b His influence.

- 2 An analysis of his *De Institutione Oratoria* [96 A. D.]. (*Davidson, 214-224; Laurie, 363-389.)

IV NATURE OF ROMAN EDUCATION DURING THE NATIONAL PERIOD. (Addis, 615-622; Becker, 182-198; Church, 1-26; *Davidson, 214-224; Marquand, 79-90; Pellison, 19-36; Quintilian, as cited, and in Barnard's Jr., XI, 110-132; Stadelmann; Tacitus, *De Oratoribus*, chs. 28-32; Thomas, 209-215.)

- 1 Home education. (Clarke, 20-37; †Mahaffy; 323-330; Monroe, 451-459; Plutarch.)

a Age limits.

b Care as to nurses. (Quintilian, I, bk. 1, ch. i, sec. 4-5.)

c Duty of parents. (*Ibid.*, sec. 6-7.)

d Care as to pedagogues. (*Ibid.*, sec. 8-11.)

e Care as to early moral education. (*Ibid.*, sec. 15-17.)

f Early instruction to be pleasurable. (*Ibid.*, sec. 20-23.)

- 2 School [or home] education.

a Primary instruction under a *ludi magister*. (Clarke, 71-93; Laurie, 336-337; Marquand, 90-103; Monroe, 451-459.)

1) Age limits.

2) Subject matter and method of instruction.

a) Aim of.

b) Learning the alphabet. (Quintilian, sec. 24-26.)

c) Text books used in reading. Conversational knowledge of Greek.

d) Learning to write. (*Ibid.*, 27-37.)

e) Arithmetic. Elementary calculation. Method. (Marquand, 95-103.)

b Secondary instruction under a *grammaticus*.

1) Age limits.

2) Aim of.

3) Subject matter and method of instruction. (Clarke, 94-124; Laurie, 337-340, 347-350; Marquand, 103-109; Monroe, 469-478.)

4) The two classes of grammatical schools.

5) Reading and literature. (Quintilian, I, viii, 1-18.)

a) Points of emphasis.

b) Favorite text books.

6) Writing and writing materials. (Johnston, 15-17.)

7) Music. Instruments used. (Quintilian, I, ch. x, sec. 9-33.)

8) Grammar. (Nettleship, essay vi.)

a) After 90 B. C., Latin Rhetoric.

- 9) Arithmetic.
- 10) Practical applications of Geometry and Astronomy. (Quintilian, I, sec. 34-49.)
- 11) Gymnastics.
 - a) Nature of, and purpose. (Daremberg and Saglio, art. *gymnastica*.)
- 12) A little Geography.
 - c The three professions open to Roman youths. (Quintilian, bk. 12, chs. i, ii.)
 - 1) Differentiation of Roman education at this point.
- 3 Higher education; School of oratory. (Göll, I, 19-30; Hatch, 25-49; Laurie, 341-343, 350-355; Marquand, 109-133; Monroe, 498-509.)
 - a The rhetorical schools.



A LATER ROMAN SCHOOL.

(From G. B. Adams' *European History*, p. 56. The Macmillan Co., New York. Reproduced by permission of the publishers.)

- 1) Who attended these.
- 2) Purpose of.
- 3) Cicero's conception, as given in his *De Oratore* [55 B. C.], bk. 1, pp. 142-220. (Hobhouse, 34-41; Monroe, 421-444.)
- b Studies of the higher schools.
 - 1) In the schools of oratory.
 - a) Rhetoric.
 - b) Declamation.
 - c) Analysis of language. (Nettleship, essay vi.)
 - d) Literature.

- e) History of Rome, after about 50 B. C.
- 2) Under special teachers and in special schools.
 - a) Law.
 - b) Philosophy.
 - c) Mathematics.
- e After 80 B. C., many students went to Athens, Rhodes, Alexandria, and elsewhere, for further study. (Dill, 406-410; Hatch, 35-36; Syllabus, pp. 33-34.)

V USE AND PUBLICATIONS OF BOOKS AT ROME. (Becker, 322-337; Brasington, 26-49; Clark, J. W.; Göll, 207-225; Guhl and Koner, 526-529; Johnston, 13-34; Lanciani, 178-205; Thomas, 226-233.)

- 1 How books were made.
 - a School books in use.
- 2 Publishers and booksellers.
- 3 Growth of libraries in Rome. (Laurie, 393-394.)
 - a Means for education greatly increased.
- 4 The creative period in Latin literature.



SCROLLS AND BOOKCASE.

Relief from a Roman Sarcophagus. (From Johnston's *Latin Manuscripts*. Scott, Foresman & Co., Chicago. Reproduced by permission of the publishers.)

VI LEADING CHARACTERISTICS OF ROMAN EDUCATION.

- 1 Its points of strength and weakness.
- 2 Comparison with the systems of Athens and Sparta. (Stadelmann.)
- 3 Its contribution to civilization.
 - a Survivals in our educational system. (Hatch, 42-48.)
 - b Roman law a unifying force in mediæval Europe. (Abdy, 7-15.)
- 4 Lessons to be drawn from a study of the Roman system of education.

D THE PERIOD OF DECADENCE.

(Adams, 76-88; Bury, I, 25-36; Church, 1-14; Dill, bk. iii; Draper, I, 252-255; Fischer, ch. vi; Fowler, 265-273; Hallam, II, 462-469; Inge, see index; Kingsley, lect. 2; Laurie, 389-411; Lecky, I, ch. 2; Montesquieu, chs. ix-x; Taylor, II, chs. xiv-xvi.)

I CONTRIBUTING ELEMENTS.

- 1 Rapid growth and demoralizing influence of slavery.
- 2 Increasing corruption. Growth of oppressive taxation.
- 3 Financial distress of the cities.
- 4 The obliteration of the peasantry. Efforts to remedy this.
 - a The system of poor relief and loans.
 - b Introduction of barbarians as soldiers and farmers.
- 5 Decreasing birth-rate and population.
 - a To what due.
- 6 Unwieldiness of the Empire.
 - a Revolts in the provinces.
 - b Inroads of barbaric nationalities.
- 7 The plague in 166 A. D.
- 8 Growth of a super-civic philosophy.
 - a The inheritance from Greece. (Hatch, lect. 2; Taylor, I, ch. xiii; Syllabus, p. 32.)
 - b The teachings of Christianity. (Bury, I, 25-36; Laurie, 389-411.)
 - c The teaching of Plotinus. (*Davidson, 231-235.)
- 9 Decline of the Roman schools with the evolution of Christian schools. (Syllabus, Sect. XI.)
- 10 Picture of society in the fourth and fifth centuries. (Dill, bk. v; Hodgkin, 44-54.)
- 11 Schools of learning at the beginning of the sixth century. (Sandys, 374-375.)

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- 6 Roman Histories.
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- BURY, J. B. Mentioned above. 2 Vols.
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IHNE, WM. Mentioned above.

7 Suggestions as to Reading.

Of the Sources, certain chapters in Quintilian represent the best in Roman educational theory during the early days of the Empire, and are worth consulting. Plutarch represents an earlier attitude. Monroe is the best collection of sources, though the collection by Fling is quite useful.

Of the Special Secondary Authorities in group 2, Clarke is a particularly valuable book. The topics treated are well selected and the treatment is well balanced. Laurie is an almost equally important reference. The three books by Davidson are good, but the treatment is limited to special phases. Hobhouse is a good history of practice and contains many citations to authorities. Grasberger is an old standard, and a monumental work. Stadelmann is a good popular sketch. Darenberg & Saglio, and Smith contain many excellent pictures and many citations to authorities, as well as good descriptive text.

Of the Secondary Authorities in group 3, having reference to particular periods or phases, Hatch is particularly valuable. The two works by Mahaffy are also quite valuable, though written in a more popular style. The three treat of the introduction of Greek thought into the Roman world, and the reaction of the Roman world to the new ideas. Taylor traces the change in national ideals with the change in character of the national life, and is a valuable reference. Nettleship has a good essay on the study of Latin grammar at Rome in the first century A. D.

Of the Secondary Authorities in group 4, containing only short general chapters, Becker, and Guhl & Koner are old standards and contain good articles. Marquand and Göll are old standard German authorities. Letourneau contains a good chapter, and will afford good practice in reading French. Dittes, Plath, Regener, and Schiller contain short and very general articles, in the main unsatisfactory, but offering good material for practice in reading German. Church, Thomas and Pellison are well written and contain good chapters, though of a very general nature. The chapters in Browning and Compayré are short and unsatisfactory.

Of the General Works in group 5, Brassington, Clark, Johnston, and Lanciani contain chapters or sections referring to books and libraries at Rome. Tighe is valuable only for the political organization. Adams, Bury, Dill, Hodgkin, and Kingsley refer to the period of decline, and all are excellent. Dill is a standard work on this period. Kingsley presents the spirit of the period rather than the mere facts. Draper describes the period of decline in a forceful manner. Hallam is an old standard, though now in part superseded by later writers. Fisher pictures the state of morals in ancient heathen society. Venerable contains a good short essay on Quintilian. Fowler shows the inadequacy of the Roman educational system to meet the changed conditions at Rome.

The beginning student will probably find Clarke and Laurie the most useful references. A good plan would be first to read Clarke entire, which will not take long, and then supplement with selections from Laurie, Monroe's Source Book, or Quintilian. For the Period of Decadence, the pages indicated in almost any one of the references cited on page 46 will give what is needed, though perhaps Adams, Bury, Dill, Draper, or Laurie will be most serviceable. The pages of the Syllabus should be consulted for more detailed suggestions as to reading.

XI EARLY CHRISTIAN EDUCATION.

(Schmid, II, pt. 1, 1-83.)

I THE NEW FORCE IN THE WORLD. (*Davidson, 231-235; Draper, I, 256-274; †Fisher, ch. i.)

1 The contribution of Greece to European civilization. (Adams, 14-19; †Davidson, 117-120; May, I, 137-139.)

2 The work of Rome. (Adams, 20-31.)

3 The addition of Christianity a new moral force. (Adams, ch. iii; Kemp, ch. viii.)

a The time propitious.

4 Mingling of the three elements. (†Davidson, ch. ix; Döllinger, ch. vii; Hatch, lect. 2; *Kingsley, preface; Moeller.)

II GROWTH OF THE CHRISTIAN SECT. (Allard; Draper, I, 266-283; Emerton, ch. ix; *Fisher, 575-580; Gibbon, II, ch. xvi; John, 45-57; Lanciani, ch. i; *Taylor, II, ch. xxv; Thatcher and Schwill, 22-24.)

1 The Roman world-religion.

a Christian faith not capable of incorporation.

b After the deification of the Emperor, Christians punished as disloyal citizens. (Crozier, I, 405-412; †Fisher, 46-51; †Hardy, sects. vi, vii; Plummer, ch. x; Ramsay, 346-360; Schaff, II, 36-44.)

1) The Trajan-Pliny correspondence. (Fling, 140-142; *Hardy, 51-65; †Hardy, sect. vi; Jones, 6-10; Monro-Bramhall, 8-10; Ramsay, 196-225; *Taylor, II, 356-360.)

2 The Christian sect during the first century. (*Fisher, ch. xvii; †Fisher, 37-44; Kurtz, I, 61-64; Schaff, I, 432-454.)

a The persecutions of Nero. (Renan, 70-90.)

3 The Christian sect in the days of Marcus Aurelius. (†Fisher, 59-68.)

a His persecutions. (Monro-Bramhall, 10-19.)

1) Causes for.

b The early martyrs.

c Attitude of the Christians and Romans toward one another. (Jones, 6-18.)

4 The Christian sect during the third century. (Kurtz, I, 218-225.)

- a Persecutions; martyrs. (Kurtz, I, 75-86; Monro-Bramhall, 20-26.)
- 5 The final triumph of Christianity.
 - a Edict of toleration [311] by Gelerius. (Monro-Bramhall, 28-29.)
 - b The Decree of Milan [313] by Constantine and Licinius. (Gibbon, II, ch. xx; Monro-Bramhall, 29-30.)
 - 1) Pagan worship still tolerated.
 - c Julian's edict [362] against Christian teachers. (Mullinger, 8-9.)
 - d Theodosius [391] forbade all heathen worship.
 - e Alaric sacked Rome [410] and destroyed the pagan shrines.

III RAPID SPREAD OF CHRISTIANITY.

- 1 Cause of the rapid growth. (Draper, I, 266-283; Gibbon, II, ch. xv; Plummer, ch. ii; Schaff, II, 13-30.)
- 2 Christian life, worship, and thought from 300 to 600. (Bury, I, 184-196; †Fisher, 110-121; Kurtz, I, 352-390; May, I, 239-251.)

IV ORGANIZATION OF THE CHURCH. (Draper, I, 270-275, 284-289; Emerton, ch. ix; Fischer, 41-54; †Fisher, 51-59; John, 110-125; Moeller; Schaff, II, ch. iv.)

- 1 Nature of the Church up to 200 A. D.
- 2 Development between 200 and 225 A. D.
 - a Attitude.
 - b Unity of belief an essential.
 - c Unity in administration and discipline. (John, ch. vi.)
- 3 Adoption of Roman governmental system. (Ramsay, 361-368; Renan, 121-131.)
 - a The result. (Renan, 151-172.)
- 4 Next step the formulation of belief. (†Fisher, 129-132; Gibbon, II, 493-500; Kurtz, I, 316-325; Mitchell; Moeller, I, 378-400.)
 - a The Councils of Nicæa [325] and Constantinople [381]. The Nicene Creed. (Mitchell, 2-14.)
 - b The Arian-Athanasian controversy. (Draper, I, 284-289; Emerton, 98-100.)
- 5 Next step the foundation of a system of education to perpetuate itself.

V CHRISTIANS AND PAGANS COMPARED. (Adams, ch. iii; Bury, I, 1-24; Lecky, II, ch. iv; Renan, lect. 1; Schaff, II, ch. viii; Schmidt, bks. 1-2; *Taylor, II, ch. xxv.)

- 1 Ideals of each, with reference to:—
 - a Purpose of education.
 - b Aim and end of life. Ruling idea.

- c Classes in society.
- d Application of law.
- e Family life. Morality.
- f Control and education of children.
- g Individual subjection to the State.
- h Function of religion. Religious life.
- i Attitude toward foreign nationalities.
- 2 The approaching conflict of ideas. (Kingsley.)
- 3 Christianity a reaction against the Roman world. (Renan, lect. i; Taylor, II, ch. xxv.)

VI REACTION OF CHRISTIANITY AGAINST PAGAN EDUCATION.

(Adams, ch. iii; †Davidson, 127-132; Dittes, 86-91; Plath, §7; Schmidt, bk. 1; *Taylor, II, 334-376; Williams, ch. ii.)

- 1 Elements in the Roman life which led the Christians to reject:—
 - a Their educational system. (Smith and Cheetham, article *schools*.)
 - 1) The Christian system an evolution.
 - 2) Nature of the new education.
 - a) Where and how taught.
 - b) Subject matter of instruction.
 - b Classical literature. (Dill, 385-389; Guizot, II, lect. 17; *Hallam, I, ch. 1, secs. 1-15; †Hallam, II, ch. ix, pt. 1; Laurie, 24-27; Liscomb; Mullinger, 5-11; Plath, 33-44; Sandys, 219-224, 233-235; Smith and Cheetham, article *schools*; †Taylor, 107-122; West, 11-18.)
 - 1) Why rejected by many.
 - 2) Total rejection not possible, as pagan literature represented the only means of culture. (†Taylor, 107-122.)
 - 3) Attitude of:—
 - a) Tertullian [c. 150-c. 230].
 - b) St. Jerome [b. 340?-d. 420].
 - c) St. Basil. [Bishop of Cæsarea, b. 329-d. 379.]
 - d) St. Augustine [Bishop of Hippo, b. 354-d. 430].
 - e) Cassiodorus [d. 569].
 - 4) Preservation of the classical literature in the monasteries. (See p. 63, 77.)
 - c Worldly life. (*Fisher, ch. vi.)
 - 1) Why rejected.
 - 2) How this spirit expressed itself. (Draper, I, 424-438; †Fisher, 110-115.)
- 2 The backward swing of the pendulum.
 - a How far due to:—

- 1) The Christianity of the time.
- 2) The barbaric inroads.
- 3) Other causes.
- b Ignorance during the period. (Compayré, 67-70; †Davidson, 127-132; †Fisher, 110, 160-161; †Hallam, II, ch. ix; Johnston, sec. 42; Laurie, 52-53; Liscomb; Mullinger, 34-38; Schaff, IV, 583-604; Symonds, 58-68.)
- c Literature of the period. (Guizot, II, lects. xvii-xviii; Lecky, II, 235-243.)
- d Society in the seventh century. (Bury, II, 387-398.)

VII NATURE OF EARLY CHRISTIAN EDUCATION. (Barnard's Jr., XXIX, 515-524; Compayré, 61-71; †Davidson, 121-132; Drane, I, ch. i; Ellis; Kemp, chs. viii, ix; Laurie, 7-32; Magevney; Plath, §7; Regener, 22-25; Williams, ch. ii.)

- 1 Nature and object of instruction in the Apostolic Age [1-100 A. D.].
- 2 Founding of the catechetical schools [c. 180 A. D.]. (Moeller, I, 254-255, 471-473; Smith and Cheetham, arts., *catechumens*, *Catechetical Schools of Alexandria*, and *Schools*.)
 - a Object of and teaching. (†Davidson, 121-126.)
 - b The school at Alexandria.
 - 1) Why the instruction was broader there. (*Kingsley, preface.)
 - 2) Rank of the school.
 - c Episcopal schools a development of the catechetical.
- 3 Growing need of a system of education to replace the Romano-Hellenic schools.
 - a Gradual decline of the Romano-Hellenic schools. (†Laurie, 7-15, 18-27; Smith and Cheetham, art. *Schools*.)
 - b The Church [c. 400] finally gained complete control over education. (*Laurie, 389-411.)
 - 1) Schools during the first four centuries. (Dill, 406-410.)
 - 2) New subjects added in the fifth century.
 - a) The school of the *grammaticus* entirely superseded.
- 4 Clement of Alexandria [d. 220] (Clement, *Ante-Nicene Library*, IV).
 - a "On the Work of an Instructor" (bk. 1, pp. 113-185).
 - b His "View of Christian Life" (pp. 313-331).
- 5 St. Jerome on the education of girls. (Barnard's Jr., V, 593-598; Ernesti, pt. 1; Rep. U. S. Com. Educ., *Misc. Pubs.*, 1867, pp. 371-376.)
 - a Care during infancy.
 - b Subject matter and methods of instruction.

c Care of the body. Food. Amusements.

d Grandeur of an ascetic life.

6 St. Augustine on education. (Ernesti, pt. 2; Plath, 39-44; St. Augustine.)

VIII THE BEGINNINGS OF MONASTIC EDUCATION. (Cutts, 1-6; †Fisher, 110-116; Gibbon, III, ch. xxxvii; Guizot, II, lects. xiv, xv; Kemp, ch. x; Kurtz, I, 248-256; Mullinger, 24-34; Schaff, III, ch. iv.)

1 Results which followed the supremacy of Christianity.

2 Sources of monasticism. (Draper, I, 424-438; †Fisher, 111-114; †Kingsley: Moeller, I, 355-364; Montalambert, I, bk. 2; Schaff, III, 148-198; I. G. Smith, pt. 1, chs. i-iii; †Taylor, 136-155; Wishart, ch. i; Woodhouse, 37-52.)

a Athanasius' life of St. Anthony.

b The anchorites; cloister life in the East.

c St. Basil, Bishop of Casaria, formed the Basilian order [370].

1) His rule. (Woodhouse, 53-56.)

3 Monasticism in the West. (†Fisher, 114-116; Milman, I, bk. 3, ch. vi, II, bk. 4, ch. v; Moeller, I, 364-377; Montalambert, I, 265-274; Mullinger, 24-34; Schaff, III, 200-231; Smith, pt. 1, chs. iv-v; †Taylor, 155-197; Thatcher and Schwill, 318-326; Trench, lect. viii; Wishart, ch. ii; Woodhouse, 57-66.)

a St. Martin founded the first monasteries in Gaul.

1) At Ligugé [Poitiers, 361].

2) At Tours [372].

b Cassian founded the monastery of St. Victor, at Marseilles [404].

1) His rule the culmination of anti-Hellenic feeling. (†Laurie, 29-32; Mullinger, 24-30.)

2) Provision for monastic schools.

a) Nature of.

b) For whom intended.

3) His discipline introduced into Gaul [c. 415].

c Lérins (off Cannes) founded [405] by Honoratus.

d Rapid extension along the valleys of the Loire and the Rhone.

4 Further work of the monks in preserving learning and extending education. (See Syllabus, pp. 62-63.)

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6 Suggestions as to Reading.

Of the Sources, the collections by Fling, Jones, Mitchell, and Munro & Brumhall are well selected and valuable. St. Jerome and Clement give a good idea of the poverty of early Christian education. Parts of St. Augustine's Confessions are very interesting.

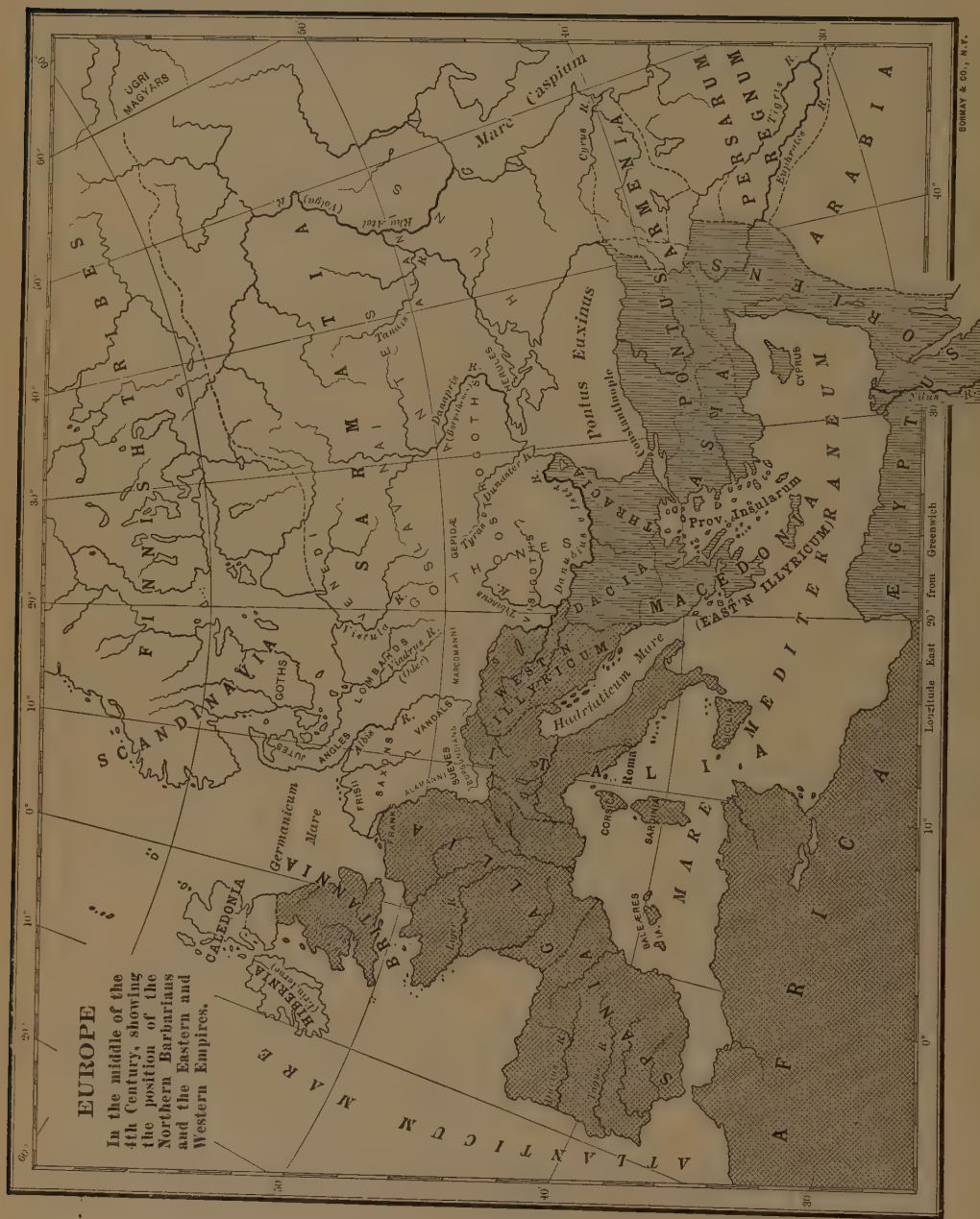
Of the Secondary Authorities in group 2, the most valuable are probably Dill, *Hallam, Lecky, Mullinger, and Schaff. *Hallam has long been a standard, and, though his conclusions have been vigorously assailed, his treatment in the main is still good. Mullinger is an excellent book. Dill gives a good description of later Roman life, the chapter on education and culture in the fifth century being very good. Schaff is a monumental work, and should be consulted whenever details and thorough treatment are desired. Schmid is good for students who read German. The article by Magevney gives the impression that education was far more general than other authorities would lead us to believe. Smith & Cheetham contains good short articles.

Of the Secondary Authorities in group 3, Adams is one of the best. The treatment of each topic is concise and good. Bury is a standard history. It is scholarly, fair, and interesting. Draper is a strong and vigorous work, but underestimates the value of the work of the Early Church. Kingsley, in his preface, gives a good statement of the forces in conflict at Alexandria and throughout the Roman world. Renan is a careful treatment of the influence of Roman ideas on the organization of the Church, and of Christianity as a reaction against the Roman world. *Taylor is very valuable as a description of paganism and Christianity in conflict, and †Taylor is likewise valuable on the Christian rejection of pagan learning.

Of the Secondary Authorities under group 4, Fisher, Hatch, John, and Moeller are perhaps the most valuable. Fisher is a standard historian of the Church. His histories are concise, written in an attractive style, and free from partisanship. John (Kaye) is a very good and concise description of the growth and organization of the early Church. Kurtz and Moeller are translations of standard German works. Allard is a valuable condensation of the author's five-volume history of the persecutions. Gibbon is a model of exhaustive scholarship, though usually criticised by Church historians for his bias against early Christianity. Plummer describes the growth and spread of Christianity, and criticises the five reasons for this as advanced by Gibbon. *Hardy is very good on the persecutions. †Hardy's introduction in English (correspondence in Latin) is also good. Hatch is a standard work and worth consulting on the mingling of old world thought and the new ideals. Emerton is very good for purely historical data.

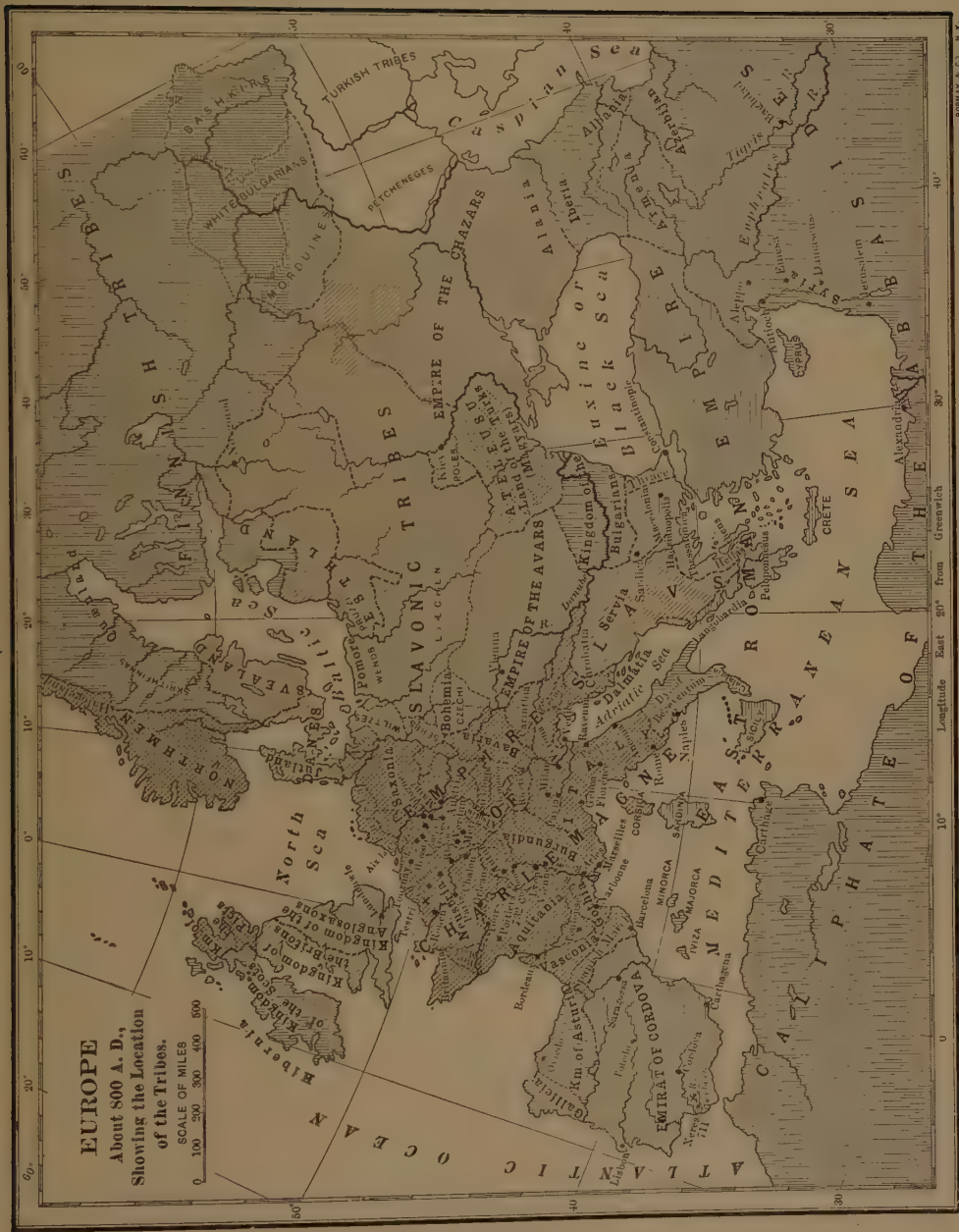
Of the Secondary Authorities under group 5, regarding the early history of Monasticism, Montalambert is the most exhaustive work. It is an eloquent history, strongly Catholic in sympathy, but characterized by fairness and good judgment. Smith and Wishart are concise histories, and for that reason much more serviceable to the general reader. Wishart is a popular account, based on secondary authorities, but is one of the best for general use. The chapter in Trench is very good. Cutts is an old, standard, popular account of Middle Age scenes. Milman is an old work, but still valuable for its good descriptions and because of its catholic breadth of view. The pages in †Taylor contain a good and well written account. Thatcher & Schwill is useful for purely historical information.

The beginning student will probably be able to obtain the best general view of the period by reading the citations in Adams, Fisher, *Taylor, †Taylor, Kemp or Williams, and Wishart. St. Jerome should be read as one of the sources. The pages of the Syllabus should be consulted for more detailed suggestions as to reading.



EUROPE IN THE 4TH CENTURY.

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EUROPE IN THE TIME OF CHARLEMAGNE.

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XII THE BARBARIC INVASIONS: FORMATION OF THE NATIONS: CHRISTIANIZING THE BARBARIANS: PRESERVING LEARNING.

I FROM OFFENSIVE TO DEFENSIVE. (Church, 1-14; Duruy, 1-16; Emerton, chs. i-ii; Thomas, ch. xiii.)

1 The Belgæ, Aquitani, and Celts [Gauls] of Cæsar's time.

a Life and manners of the early Germans. (Henderson, ch. i; Howland; Klemm, ch. ix, pt. 2; Jones, 19-37; Tacitus.)

b Gradual consolidation of these tribes.

c The Rhine and the Danube become the boundaries of the Empire.

d The change from offensive to defensive. The pressure from behind.

1) The year 166 A. D. a turning-point in the fortunes of the Empire.

2 Successive invasions from the North and East.

The Goths invaded the Eastern Empire [166-378]; the Visigoths under Alaric invaded Italy and Spain [395-414]; and the Ostrogoths moved into Italy [490-493]. Church chs. i, ii; Emerton, ch. iii; *Hodgkin, iii-v; †Hodgkin.]

The Vandals and Sueves left the mouth of the Danube [378], moved West and South, crossed into Spain [409] and into Africa [429].

The Burgundians reached the Rhine frontier [c. 290], and settled near the present city of Worms [413]. (Church, chs. i, ii; Emerton, 39-40.)

The Huns appeared on the Volga [375], and under the leadership of Attila ravaged Gaul and Italy [449-454], and then returned to the Danube. (Church, ch. i; Emerton, ch. vi; *Hodgkin, 80-86, lect. vi.)

The Angles, Saxons, and Jutes settled in Kent [443-449], in Sussex [477], and in Wessex [485]. (Abdy, lects. viii, xi; Church, chs. iv, ix.)

The Northmen began their attacks on the English coast [787], overran Northumbria, and plundered and burned the churches and monasteries [866].

Peace of Wedmore [878]. (See map, p. 68.)

The Franks, a great nation living along the lower Rhine [475], extended their power to the West and South [486-530]. Adams, ch. vii; Church, ch. ii; Emerton, chs. vii, x.)

The Saracen migrations, or conquests [632-732]. (Draper, I, 327-348; Emerton, 122-129; Stille, ch. iv; Trench, lect. iv.)

II THE DANGER TO CIVILIZATION. (Adams, 104-106.)

1 Why all civilization was not destroyed.

a Relative danger from the different invading tribes.

2 Necessity of building up a new foundation for a future civilization.

a The consolidating force.

3 Why the lamps of learning almost went out.

III CHARACTER OF THE INVADERS; WHAT THEY BROUGHT.

(Adams, ch. v; Guizot, II, lect. vii; *Hodgkin, 55-72; Montalambert, I, 437-449; Stillé, chs. i-ii; Tacitus.)

- 1 Their form of government.
 - a Where sovereignty rested.
 - b Nobility: of whom composed. The king.
 - c Classes in the tribe, or nation.
 - d Military clientship.
- 2 Their law system. (Emerton, ch. viii; Henderson, 176-189; Ozanam, 123-173.)
 - a German law: Salic law: Ripuarian law.
 - 1) The life of the people as shown in these laws.
 - b How developed and administered.
- 3 Their personal qualities.
- 4 Their mode of life.
 - a Effect of on the decaying civilization of the Roman Empire.

IV THE IMPRESS OF ROME UPON THEM. (Abdy, 1-15; Adams, 20-38; Bryce, 15-31; Church, 53-61; Ozanam, 325-407.)

- 1 The past work of Rome in unifying the life of the provinces. Effect in:—
 - a Perpetuating Roman institutions.
 - b Paving the way for the Church.
- 2 The influence of Roman law and order. Guizot, II, lect. xi; Taylor, 56-66.)
 - a Theodosian and Justinian codes.
 - b Military organization.
 - c The idea of a central power.
 - d The idea of corporate municipal life.
- 3 The influence of Romano-Hellenic learning and culture.
- 4 The superior Roman civilization everywhere met with.
 - a The Latin language. (Church, 55-61.)

V THE IMPRESS OF CHRISTIANITY UPON THEM. (Allen, ch. x; Church, 45-53; Dittes, 82-86; Fisher, 96-97, 114-152, 160-161; Gibbon, III, ch. xxxvii, 687-695; Kingsley, lects. viii-ix; Maitland; May, I, 239-251; Stillé, 53-69.)

- 1 Barbarians encounter an organization stronger than force and greater than kings, which they must:—
 - a Accept and make terms with, or
 - b Absolutely destroy.

- 2 Character of the services rendered by the bishops, priests, and monks. (Allen, 204-226; Draper, I, 437-439; Gibbon, III, ch. xxxvii, 687-692, 709-711; Kingsley, lect. ix; Lecky, II, 243-248; Magevney, 1-24; Montalambert, I, 437-455, 497-541, 660-679; Trench, lects. iii, v.)
 - a Work of Ulphilas [c. 313-383] and others among the Goths of southern Russia. (Hodgkin, 77-78; Moeller, II, 31-33.)
 - b Others strove to convert kings and tribes. Barbarian Europe slowly Christianized. (Fisher, 96-97, 144-152; Milman, I, bk. 3, ch. ii, II, bk. 4, chs. iii, v; Moeller, II, 30-49, 94-98, 136-154; Schaff, IV, ch. ii; Trench, lects. iii, v.)
- 1) Dates of some conversions.
 - 440 St. Patrick converted the Irish.
 - 496 Clovis, King of the Franks, became a Christian.
 - 587 Reccared, King of the Goths of Spain.
 - 597 Ethelbert, King of Kent.
 - 626 Edwin, King of Northumbria.
 - 635 The English of Wessex.
 - 681 The South Saxons.
 - 878 Guthrum, the Dane, by the Peace of Wedmore.
 - 912 Rollo, Duke of the Normans.
 - 967 Boleslav II, King of the Bohemians.
 - 972 The Hungarians.
- 2) The moral force of monastic life. (Allen, ch. viii.)
- 3 Foundation of missions kept pace with the fortunes of war.
 - a By 614 there were 112 bishoprics in Frankland alone.
 - b The Church soon became a great temporal power.
- 4 Effect of this period of conquest on the Church itself. (Church, 51-53; Compayré, 67-70; Fisher, 97, 144, 156, 160-161; Mullinger, 34-38.)
 - a State of learning, culture, and morality during this period.
 - b Social and religious life in the 7th Century. (Bury, II, 387-398.)

VI THE PRESERVATION OF LEARNING DURING THE PERIOD.

- 1 The order of Cassian, and his rule. (Syllabus, p. 54.)
- 2 St. Benedict founded the first Benedictine monastery at Monte Cassino [529]. (Montalambert, I, bk. iv; Mullinger, 41-47; Thatcher and Schwill, 326-335; Wishart, ch. iii; Woodhouse, 71-84.)
 - a Justinian closed the School of Athens the same year.
 - b The rule of St. Benedict. (Azarias, 10-28; Barnard's Jr., XXIV, 525-544; Cutts, 6-17; Drane, I, ch. i; Henderson, 274-314; Hunt, ch. x; Jones, 94-99; Maitland; Putnam, I, 122-133; Schaff, III, 220-225; Smith, pt. 1, ch. vi; Woodhouse, 76-80.)

- 1) His order in part a reaction.
- b The future particularly indebted to this order for three rules:—
 - 1) Imposing the duty of instructing novices.
 - 2) Imposing the duty of transcribing manuscripts.
 - 3) Provision for daily reading and study.
- c Rapid spread of the order, carrying instruction over Europe and preserving learning during the Dark Ages. (Azarias, 3-36; Smith, pt. 1, ch. vii; Woodhouse, ch. iii.)
 - 1) Work of the order in preserving learning. (Azarias, 3-36; *Clark, 9-22; †Clark, 144-148; Gairdner, 58-63; Gasquet, ch. ii; *Hallam, II, ch. i, secs. 1-15; †Hallam, II, ch. ix, pt. 1; Hodgetts, 92-108; Johnston, sec. 43; *Lacroix, 423-442; †Lacroix, 299-338; Lanciani, 200-205; Lecky, II, 212-221; Magevney, 1-24; Maitland; Putnam, I, 16-145; Sandys, 598-605; Wishart, ch. ix.)
 - 2) Scarcity of books during the early Middle Ages. (†Clark; Gasquet, ch. i; †Hallam, II, ch. ix. pt. 1; Lanciani, 200-205; Maitland; Putnam, I, 133-145; Schaff, IV, 601-608; Symonds, 58-68.)



A MONK IN A SCRIPTORIUM.

(From a MS. of *Metrical Relations of Miracles of the Virgin Mary*, now in the library of the city of Soissons, France.)

The monk is reading, seated before a bookcase, the table of which moves up and down on a screw. Upon this table is an inkstand, and below it apparently an inkbottle. The table has receptacles for books and paper or parchment. In the walls of the room are cupboards for books, a few of which can be seen.



A MÆDIEVAL WRITER.

(From a MS., No. 6985, in the National Library in Paris.)

The scribe is seated in a chair with a writing desk attached. In his hand is a pen, with which he is writing, and a knife for erasing. The table before him is covered with books.

VII MONASTIC AND EPISCOPAL SCHOOLS. (Azarias, 3-36; Denk; Dittes, 91-95; Guizot, II, lect. xvi; Kemp, ch. x; Plath, § 8; Putnam, I, 106-122; Regener, 31-35; Schiller, 35-60; Ziegler, 20-23.)

- 1 Origin of each. (Syllabus, pp. 53-54.)
- 2 Where established.
- 3 Nature of education provided.
 - a Its extent.
 - b For whom intended.
- 4 Value of these schools before Charlemagne. (Allen, 249-261.)

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While the number of references is large, most of the works cited contain but a short chapter or a few pages bearing on this section of the Syllabus. Of the Sources, Henderson should be consulted for the rule of St. Benedict. Jones and Howland relate to the early Germans, and are based on Tacitus.

Of the Secondary Authorities in group 2, the most useful to the general student will be Adams for what the German added, Bryce for the attitude of the Germans toward the dying empire, Church for the influences acting on the barbarians, Taylor, Thomas, or Emerton for the influence of Roman law and order, and Abdy for survivals of Rome in Europe. Stillé has a good chapter on the invaders. Bury contains a picture of society in the seventh century. Guizot touches on nearly all of the above mentioned points. The two works by Hodgkin are excellent digests of parts of the author's great work on *Italy and her Invaders*, but, while these are short and very readable, they are, nevertheless, longer and more specialized than the general student will need. The same may be said of Ozanam, which is a detailed description of the early Germans.

Of the Secondary Authorities of group 3, almost all contain good short chapters. Kingsley gives a very good description of the daily life of a frontier monk. Montalambert is longer and more detailed than the others, but of no more value to the general student.

Of the Secondary Authorities in group 4, Cutts, Drane, the two works by Lacroix, Lanciani and Wishart are good on the work of the Benedictines. Azarias covers the entire Middle Age period, and would best be left until a later section. †Clark and Putnam are standard works on the history of book-making, the former being beautifully illustrated. *Clark is a very readable and valuable general lecture on mediæval libraries. Magevney is a good brief statement, from a Catholic point of view, of the condition of learning during the Middle Ages. Maitland is a large work, written by an English church librarian at Canterbury, the purpose of which is to show that the Dark Ages were not nearly so dark as is commonly supposed.

The beginning student should read with a view to obtaining a clear idea of the nature of the invasions, the beginnings of the process of the assimilation of the invaders, and the preservation of such learning as remained until the world was ready to use it.

XIII ENGLAND AND IRELAND DURING THE EARLY MIDDLE AGES.

I THE EARLY IRISH AND SCOTTISH SCHOOLS. (Drane, I, ch. ii; Edgar, 8-17; Fisher, 96-97; Healy; Laurie, 32-36; Lawless, 42-49; Montalambert, I, bk. viii, chs. ii, iii; Newman, I, 116-129; Sandys, 438-442; West, 28-31.)

1 Christian civilization and monastic life introduced into Ireland [c. 425 A. D.], probably via Marseilles.

a St. Patrick preached Christianity to the Irish [440.]

b Monasteries soon became numerous. (Skene, II, 62-87.)

2 Famous monastic schools of the 6th and 7th centuries. (Healy.)

a Ireland at this time the center of learning of the western world. (Skene, II, ch. x.)

b Schools destroyed by the Danes. (See Syllabus, p. 60.)

3 St. Columba went to Scotland [565] to establish Christianity.

a His life and work. (Healy, ch. xiii; Skene, II, ch. iii.)

b Iona founded.

4 Early Bardic schools of Ireland and Scotland. Beginnings of national literature and education. (Edgar, 23-32, 279-286; Healy.)



(After a Map in Healy.)

II CHRISTIANITY AND LEARNING IN ENGLAND. *Church, 120-131; Drane, I, ch. iii; Edgar, 17-19; Fisher, 146-149; Hazlitt, I, 177-238; Healy; Laurie, 35-39; Mullinger, 49-51, 61-67; New-

man, I, 116-129; Sandys, 438-442, 448-454; Schaff, IV, 19-76; West, 29-39.)

- 1 St. Augustine, Apostle of the English, landed in Kent [597 A. D.].
 - a Rapid spread of Christianity in England.
 - b Oswald sent [635] to Iona for monks.
 - c Monasteries and churches multiply. (Hunt, ch. x.)
 - d Wearmouth, Yarrow, and Lindisfarne founded.
 - 1) Their libraries. (*Church, 157-161; Plummer, I, pp. ix-xxxvi.)
 - e Bede a life-long student at Wearmouth and Yarrow. (Bede; Gardner, ch. i; Hodgetts, lect. 3; Plummer, I, pp. ix-xxxvi; Sandys, 451-453.)
 - 1) His position in the history of culture.
 - 2) His *Historia Ecclesiastica gentis Anglorum* [731].
- 2 Bede's friend, Egbert, founded the cathedral school at York [732].
 - a Its great library. (Mullinger, 61-67; West, 31-37.)
 - b The grammar school at York [700-1902]. (Leach.)
 - c Alcuin [735-804], a pupil in the school, and afterwards master. (Monnier, pt. 1, ch. i.)
 - 1) What he studied.
 - 2) His fame as a teacher. (See Syllabus, pp. 73-75.)



III EDUCATIONAL EFFORTS OF KING ALFRED. [871-901.] Asser's *Life*; Drane, I, ch. vii; Gairdner, 30-48; Green, 50-52; Harrison; Hazlitt, I, 177-238; Histories of England; Hunt, ch. xiv; Laurie,

- 52-53; Milman, II, bk. 5, ch. x; Montmorency, 1-10; Morley, II, ch. xii; Pearson, ch. xi; Sandys, 481-482; Schaff, IV, 618-620; Thorpe, ch. vi; Timbs, 1-8.)
- 1 Social conditions in England at the time of Alfred the Great. (Bowker, see table of contents; *Church, 166-177; Giles, ch. v.) The Angles, Saxons, and Jutes settled in Kent [443-449], in Sussex [477], and in Wessex [485]. (Abdy, lects. viii, xi; †Church, chs. iv, ix.) The Northmen began their attacks on the English coast [787], overran Northumbria, and plundered and burned the churches and monasteries [866]. Peace of Wedmore [878]. (See map, p. 68.)
- 2 The work of King Alfred. (Bowker, ch. vi; *Church, 215-224.)
- a In collecting the laws and administering justice. Abdy, ch. ix; Besant, ch. v; Conybeare, ch. xii.)
 - b In founding monasteries and schools. (Gairdner, 58-63.)
 - c In encouraging learning throughout his realm. (Abdy, ch. xiii; Besant, ch. vi; Bowker, chs. ii, v; Conybeare, ch. ix; Magevney, 34-40.)
 - d In translating books into English. (Besant, ch. vii; Conybeare, ch. x; Harrison.)

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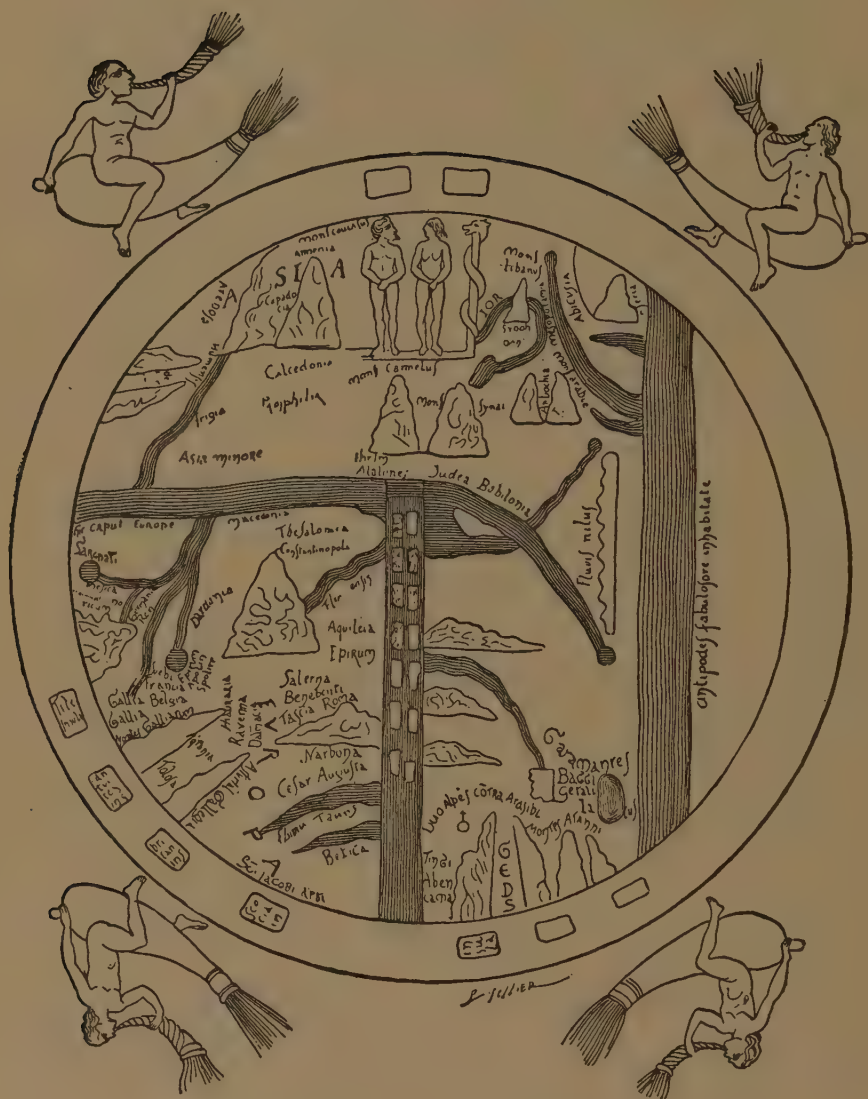
4 Suggestions as to Reading.

Of the two Sources cited, Asser is interesting as a picture, by a contemporary, of the time of King Alfred, but for the purposes of this chapter is less valuable than a number of the Secondary Authorities. Bede is quite valuable, and contains interesting references to the condition of learning of the time.

Of the Important Secondary Authorities in group 2, Besant, Conybeare, Harrison, and Thorpe are particularly good on the work of King Alfred. Besant is an excellent condensed statement, and will be one of the general student's best references. Conybeare contains excellent chapters, based on a study of the sources. Harrison is an interesting and scholarly sketch, and has particular reference to Alfred as the father of English literature. Thorpe is an English translation of a German work, and contains a good chapter on Alfred as the instructor of his people. Abdy, Bowker, Hunt, and Morley contain fair chapters on the same topic. Healy is a large and able work on the early schools and scholars of Ireland, and should be consulted by anyone looking for extensive and detailed information on the subject. Skene contains an excellent chapter on the same topic, and, being more condensed, will probably be more serviceable to the general student. Plummer's introduction is an excellent short summary of the life and work of Bede, and his place in history. Drane, Hazlitt, and Gairdner contain good general chapters on the work of Bede, Alfred, the early monks, and the schools of Ireland. Leach is a very interesting article on the old cathedral school at York.

Of the General Works, in group 3, Church, Edgar, Laurie, Montmorency, Sandys, and West contain the best chapters, all being somewhat general in their nature. Hodgetts has particular reference to Bede and the early monasteries. Pearson contains a fair general chapter on King Alfred. Giles is chiefly a picture of the state of society at the time, and refers as much to Frankland as to England. Monnier has one chapter on Alcuin at York.

The general student would probably do best to read the citations in Skene, Plummer, and Besant, and then follow the suggestions of the pages of the Syllabus for more detailed reading or for information on particular points.



A MEDIAEVAL MAP OF THE WORLD.

"A copy of this map was owned by Charlemagne and mentioned in his will as one of his chief treasures." DAVIS. (Reproduced from Davis' *Charlemagne*, G. P. Putnam's Sons, N. Y., by permission of the publishers).

CHARLEMAGNE.

Figures under names show date of foundation. Archbishoprics in small capitals.



(Reproduced from Emerton's *Introduction to the Middle Ages*, Ginn & Co., Boston, by permission of author and publishers.)

XIV THE REVIVAL OF LEARNING UNDER CHARLEMAGNE AND ALCUIN.

(Adams 154-169; Compayré, 70-73; Dittes, 96-98; Freundgen; Meier; Plath, 49-52; Regener, 28-31; Schmid, II, pt. 1, 145-232; Specht, 15-30; Williams, ch. iii; Ziegler, 23-26.)

I CHARLEMAGNE: HIS LIFE AND WORK. (Allen, 236-248, 249-261; Duruy, ch. ix; Eginhard; Emerton, 214-232; Guizot, II, lect. 20; Hauréau, ch. i; Henderson, 76-87; Mombert, bk. 3, ch. vi; Monnier, pt. 1, ch. iii.)

1 Charlemagne made sole king of the Franks in 771.

a His ancestors had fought to establish social order.

b He continued the fight with great vigor.

1) State of Europe in his time. (Giles, ch. v.)

c Character of the man.

2 Character of his court. (Mombert, 253-267.)

a His first efforts to secure instructors. (Mullinger, 47-49.)

1) Peter of Pisa.

2) Paulus Diaconus, the Lombard scholar.

b Met Alcuin, the *scholasticus* of York, in 781 at Parma. (West, 39.)

II ALCUIN AND THE PALACE SCHOOL. (*Azarias, 39-46; Drane, I, ch. v; Duruy, 135-138; Guizot, III, lect. 22; Lorenz, lects. ii, v; Mombert, bk. 2, ch. ix; Monnier pt. 1, ch. iv; Morley, II, ch. vi; Mullinger 68-89, 104-105; Sandys, 455-465; Townsend, ch. ii; West, 40-48; Ziegler, 23-25.)

1 Arrived at the court of Charlemagne with three followers [782].

a The state of learning. (Church, 133-135.)

b The condition of the clergy and of Christian worship. (Fisher, 155-162.)

2 Established the Court or Palace School.

a Nature of this.

b The pupils.

c Method of instruction.

d The text-books used.

e Examples of Alcuin's teaching. (Freundgen, 138-147; Meier, 25-32; Mombert, 244-251; Monnier, pt. 1, ch. iv; Schütze, pt. 4.)

f Alcuin's instruction in Grammar, Rhetoric, Logic, Arithmetic, and Astronomy. (Freundgen, 55-138; Monnier, pt. 1, ch. iv; Mullinger, 75-88.)

3 The basis of promotion in the State.

III BEGINNINGS OF STATE EDUCATION. (Church, 133-135, 139-142; Davis, ch. viii; Dittes, 96-98; Drane, I, ch. v; Guizot, III, lect. 23; Hauréau, ch. vi; Laurie, 43-55; Magevney, 24-34; Maitland; Mombert, bk. 3, ch. i; Mullinger, 99-108; Munro, 12-16; Putnam, I, 109-117; Rashdall, I, 26-32; Schütze, pt. 5; Specht, 15-30; Townsend, ch. ii; West, 49-63.)

1 Alcuin's suggestion for a new Athens in Frankland. (Freundgen, 168-172; Schütze, pt. 3.)

2 Charlemagne's first proclamation on education [787].

a To whom addressed.

b The letter in full. (Laurie, 44-46; Mullinger, 97-99; West, 49-51.)

3 Singing-, arithmetic-, and grammar-masters imported from Rome [787], and sent to the principal monasteries to teach.

4 The second proclamation of 787, relating to:—

a The clergy.

b The monastery schools.

1) What was to be taught in each school.

5 The corrected Scriptures and a collection of sermons "carefully purged from error and sufficing for an entire year" sent to each church.

6 Charlemagne's favorite studies.

7 Use of the Frankish tongue. (Mombert, 268-269.)

8 Instructions issued by the Council of Aachen [789].

a The Capitulary of Aachen [789]. (Maitland, 41.)

9 Further regulations issued by Charlemagne for the government of monks and clergy [794].

10 Theodulf of Italy, appointed Bishop of Orleans [794].

a His proclamation of 797, and its importance.

11 Charlemagne's general proclamation on education [802].

12 Effect of this work in advancing learning. (Henderson, 78-81; Mombert, 264-267; Newman, I, 150-162; West.)

IV CHARACTER OF THE SCHOOLS ESTABLISHED. (*Azarias, 3-36, 171-204; †Azarias; Laurie, 67-72; Mullinger, 130-134; Ozanam, 550-606; Specht, 15-30; West, 56-58; Ziegler, 25-26.)

1 The five different classes of schools.

2 The teacher of each and by whom appointed.

- 3 The attendance of each.
- 4 Nature of the instruction given in each school.
 - a Elementary.
 - b Secondary.
- 5 Organization and discipline of the different schools.
- 6 Copying of manuscripts in the schools.

V ALCUIN AT TOURS. FURTHER ADVANCES. (Lorenz, sec. iv; Monnier, pt. 3, ch. i; Sandys, 457-462.)

- 1 Alcuin made Abbot of Tours [796].
 - a His work for the school there.
 - b His mission.
 - c His work in copying manuscripts. (Mullinger, 110-114, 121-126; West, 64-88.)
- 2 Alcuin died in 804. Charlemagne died in 814.

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 WILLIAMS, S. G. *History of Mediæval Education*. [Syracuse, 1903.]
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5 Suggestions as to Reading.

Of the Sources, Eginhard is a valuable short life of Charlemagne, written by a contemporary. Munro is a good short collection of laws and capitularies. The German sources contain good selections from Alcuin's writings.

Of the Secondary Authorities of first importance, Mombert, Mullinger, and West are very valuable. Mombert is the standard history of Charlemagne, and contains valuable illustrations of Alcuin's teaching. Mullinger is very valuable on the educational efforts of Charlemagne. West is a more popular work than either of the above, but almost equally valuable. The special student will find Monnier still worth consulting, though the work has been superseded in large measure by English writers. Putnam is very good on Alcuin's work in multiplying books, and Adams contains a good general chapter on Charlemagne's work.

Of the Secondary Authorities in group 3, Davis, Drane, Emerton, Guizot, Morley, and Townsend contain good general chapters on the work of Charlemagne and Alcuin, and the life of the period, and one or more of these may be found valuable in supplementing the authorities of group 2. For the general student they are to be preferred for the life and times of Charlemagne, though usually inferior for the work of Alcuin. Sandys is very good, but relates largely to Alcuin's literary work, and his relation to his time. Fisher and Giles relate to the life of the times. Azarias, Ozanam, and Specht contain brief sections on the schools of the period. The chapters in Compayré and Williams are short, general, and unsatisfactory. The article by Azarias covers the schools of the entire mediæval period, and might profitably be left for later reading.

Of the Secondary Authorities in group 4, Allen, Duruy, Haureau, Henderson, and Lorenz contain from a few pages to a short general chapter on Charlemagne and his historical importance. Newman treats of the effect of Charlemagne's efforts to advance learning. Magevney and Maitland deal briefly with educational conditions of the period. Rashdall has a good but very brief summary of educational conditions up to the year 1000. The German texts contain only short and very general articles, but will afford good practice in reading German.

The beginning student will probably find West the most satisfactory single reference, though Mombert ought to be consulted for examples of Alcuin's teaching. Adams, or one of the more important secondary authorities of group 3, will be good to supplement the above. For more detailed suggestions as to reading consult the pages of the Syllabus.

XV EDUCATION FROM THE NINTH TO THE THIRTEENTH CENTURIES.

I AFTER CHARLEMAGNE AND ALCUIN. (Barnard's Jr., XXIV, 337-370; Drane I, ch. ix; Monnier, pt. 3, ch. i; Poole, 79-89.)

1 Additional decrees by Church councils.

a By the Council of Chalons [813].

b By the Council of Aachen [817].

2 Educational centers in the Empire at Alcuin's death. (West, 126-128; map, p. 72.)

a Course of the stream of learning.

3 Rabanus Maurus [776-858]. (Freundgen; Mullinger, 138-156; Schütze, pt. 2; Türrnau.)

a His fame as a teacher at Fulda. (West, 126-133.)

b His encyclopedia, *De Universo* [819], as a summary of the learning of his time. (Sandys, 465-467; West, 156-164.)

4 Other teachers and the extent of Alcuin's later influence. (Drane, I, ch. vi; West, 165-179.)

a Permanent value of his work.

5 Disintegration of Charlemagne's empire after his death.

a The cause.

b Darkness again settled over the land. (Compayré, 67-70, 73; Drane, I, ch. ix; Duruy, ch. xvi; Laurie, 75-86.)

c The second revival under Otto III [980-1002] in Germany. (Barnard's Jr., XXIV, 360-364; Sandys, 488-490; Townsend, ch. iv.)

1) Extent and duration of.

2) Work of Gerbert. His learning. (Sandys, 489-490.)



A MEDIEVAL SCHOOL.

(From the *Manuale scholarium*. Reproduced from Fick's *Auf Deutschland's hohen Schulen*.)

6 Work of the monasteries.

- a In copying books and preserving learning. (Syllabus, p. 62-63.)
 - 1) Picture of daily life in a mediæval monastery. (Azarias, 10-28; Capes, chs. xiv-xv; Church, ch. iii; Gairdner, 58-63; Gasquet, ch. ii; Gibbon, III, ch. xxxvii; Healy, ch. vii; Jessopp, ch. iii; Jones, 94-99; Kingsley, lect. ix; Putnam, I, 16-145; Sandys, 598-605; Scheffel.)
- b In amassing libraries and monastic property. (Gasquet, ch. i; Putnam, I, 146-161.)
- c In teaching.



AN OUTER MONASTIC SCHOOL.

(After a wood engraving of 1497. From Lacroix, *L'école et la science jusqu'à la renaissance*, p. 53.)

II SCHOOLS FROM THE 9th TO THE 13th CENTURIES. (Allen, ch. xii; Azarias, 3-36; Barnard's Jr., XXIV, 337-370; Field, ch. i; Just; Laurie, 55-72; Maitland; Salvioli; Schmid, I, Pt. 1, 232-258; Specht, 67-80; Ziegler, 25-26.)

- 1 Monastic schools. (Putnam, I, 117-122; Regener, 40-43; Specht, 150-171; Syllabus, pp. 64, 74-75.)
 - a Inner schools.
 - b Outer schools.
 - 1) For whom each was intended.
 - c By 1200 these were closed to secular students.
 - d Value of these schools from the 9th to the 13th centuries.
- 2 Cathedral and parish schools. (Specht, 172-191.)
 - a Nature and value of these schools after Charlemagne.
 - b Their status about 950 A. D.
 - c These gradually superseded the monastic schools.
 - 1) By 1200 had obtained control of education.
 - 2) Consequent rapid development of the cathedral schools.

3 The three grades of instruction provided. (Allain, ch. ii; *Azarias, 3-36, 171-204; †Azarias; Drane, I, ch. ix.)

a Elementary. (Laurie, 57-61; Specht, 67-80.)

- 1) When begun.
- 2) Subjects and methods of instruction.
- 3) Object of instruction.

b Advanced, or secondary instruction. (Laurie, 57-61.)



ST. ANTONIUS AND HIS SCHOLARS.

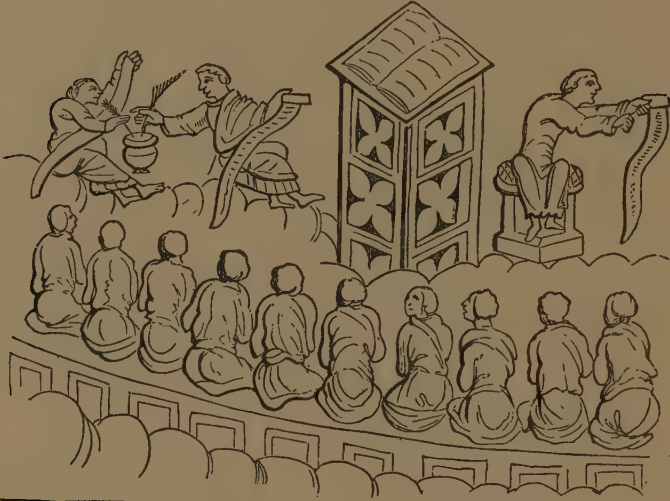
(St. Antonius was a learned and pious Archbishop of Florence, who lived from 1389 to 1459. This picture is from the 1503 Venice edition of his *Summa Theologica*.)

- 1) When begun.
- 2) Subjects and methods of instruction.
- 3) Object of instruction.

c Higher education. (Laurie, 61-67; Poole, 79-89; Sandys, ch. xxvii.)

- 1) Subjects of instruction. Points of emphasis.
- 2) Manner of instruction.
- 3) Books used.

- 4 Extent of the instruction offered.
 - a By any one school.
 - b Travelling students.
 - c Centers of learning.
- 5 The school-master of the later Middle Ages. (Allain, ch. ii; *Azarias, 171-204; †Azarias.)
 - a His position, work, pay and pupils.
 - b His methods of instruction.



INTERIOR OF A NORMAN SCHOOL, TWELFTH CENTURY.
(After Wright, *Homes of Other Days*, p. 130.)

In the original cut the bench on which the scholars are seated forms a complete circle. To the left are two writers, while to the right is the teacher, who seems to be lecturing. In the center is the teacher's desk.

III CHARACTERISTICS OF THE EDUCATION OF THE MEDIÆVAL PERIOD.

- 1 With reference to attitude toward:—
 - a Classical literature.
 - b Science and investigation.
 - c Philosophy.
 - d Reason and faith.
 - e Education of women.
- 2 Nature of Christian literature.
- 3 Methods used in teaching.
- 4 Criterion of educational values.
- 5 Gradual evolution of certain types of schools.

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ALLEN, J. H. *Christian History, First Period*. [Boston, 3d Ed., 1889.]

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- 2 Works having particular reference to the great teachers of the period and the existing educational conditions.

BARNARD HENRY. Early Christian Schools and Teachers (Drane); in *Barnard's Jr.*, XXIV, 337-370. Same article in *German Teachers and Educators*, 1-40. [Hartford, 2d Ed., 1878.]

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ZIEGLER, T. *Geschichte der Pädagogik*. [Munich, 1895.]
- 3 Works having particular reference to monastic life, the reproduction of books, and the work of the brotherhoods.

CAPES, W. W. *The English Church in the Fourteenth and Fifteenth Centuries*. [London and New York, 1900.]

CHURCH, R. W. *Saint Anselm*. [London, 1884.]

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tenth Century, XV, 100-122; and in *Littell's Living Age*, XLV, whole No. 160, fifth series, pp. 387-400.

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PUTNAM, GEO. H. *Books and their Makers during the Middle Ages*, I. [New York and London, 1896.]

SCHIEFFEL, VICTOR. *Ekkehard*. [London, 1872.]

4 Suggestions as to Reading.

Of the Authorities in the first group, Allain, †Azarias, Laurie, Specht, and Salvioli are very good. The chapter in Allain on small schools during the Middle Ages is abstracted in †Azarias. Laurie's account of the inner work of the Christian school is very readable. Specht is an old and valuable work, and contains about 50 pages on the different types of schools of the period. Maitre is another old work which is still of value. Salvioli is excellent on Italian schools. Just deals largely with the child's side of mediæval education, as does Field also. The latter is a very readable book. Allen has a somewhat general chapter on the schools from the second to the tenth centuries, and Poole gives a good description of the status of higher education from the eighth to the tenth centuries.

Of the Authorities in group 2, Drane (reproduced in Barnard) has a good chapter on the conditions which followed after the death of Alcuin. West is very good on the successors of Alcuin. Mullinger has a good section on Rabanus Maurus, and the essay by Türrnau is a careful and valuable study. With so little written on the work of this famous man, these two references are of particular value. Sandys contains a sketch of Maurus and Gerbert which is good, though quite brief. Townsend has a good chapter on the tenth century revival. Compayré has a few pages on the ignorance of the Middle Ages, while Maitland points out what the period had. Schmid describes tenth and eleventh century conditions at length.

Of the Authorities in group 3, Capes has an excellent general chapter on monastic life, friars, pilgrims, and the social influence of the Church of the Middle Ages. Church's *Anselm* is a valuable work, and the chapters which picture life in an eleventh century monastery and describe the work of Anselm at the famous monastery at Bec are well worth reading. Gasquet's two chapters on mediæval monastic libraries and the monastic scriptorium are also very readable and useful. Gibbon describes the life of a mediæval monk. Jessopp's chapter on the daily life in a mediæval monastery is a valuable contribution, and well worth reading. Kingsley, mentioned previously on p. 66, gives a good picture of the daily life of a frontier monk—St. Sturm, founder of Fulda. Healy contains an interesting chapter describing monastic life in the sixth century in Ireland. Putnam is a standard history, and gives a somewhat detailed account of the making of books in a mediæval monastery, the scriptorium, the library at York, monastic schools after Alcuin, and notes on some of the great libraries of the period. Scheffel's *Ekkehard* is a historical novel which presents a strong picture of mediæval monastic life. All of the references in this group are quite valuable.

The general student, beginning the study, would do well to include the citations in †Azarias, Drane, West, Capes, and Townsend in his reading.

XVI STATE OF HIGHER LEARNING DURING THE MIDDLE AGES: THE SEVEN LIBERAL ARTS.

(Davidson, 237-247; Laurie, 54-74; Meiser; Parker; Specht, 81-150; West, 1-27; Ziegler, 26-29.)

I THE SEVEN LIBERAL ARTS, AND PHILOSOPHY.

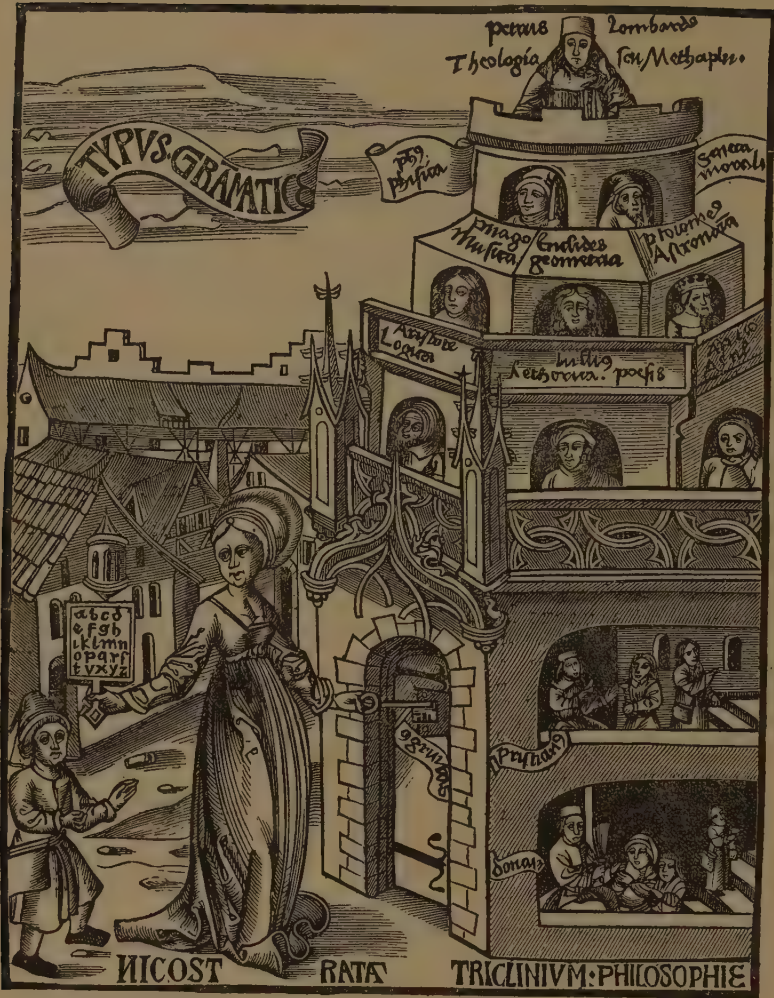
- 1 An inheritance and an evolution.
 - a When the number became fixed.
- 2 The curriculum of the Middle Ages.
 - a The *Trivium*:—Grammar, Dialectic, Rhetoric. (Specht, 86-126.)
 - b The *Quadrivium*:—Geometry, Arithmetic, Astronomy, Music. (Specht, 127-149.)
 - c Philosophy:—Physical Science, Metaphysics and Ethics, Theology.
- 3 Importance of grammar in the Middle Ages. (Sandys, 638-643.)

II DEVELOPMENT AMONG THE GREEKS.

- 1 The two divisions of education among the early Greeks:
- 2 Aristotle [c. 325 B. C.] distinguished between elementary and advanced studies, and closely approached the Seven Liberal Arts. (See Syllabus, p. 33.)
- 3 Teles [260 B. C.] wrote that the studies were:—
 - a For boys:—Letters, Music, Drawing.
 - b For youths:—Arithmetic, Geometry.
- 4 Philo Judæus, a contemporary of Christ, named:—
 - a The Encyclic Arts, consisting of:—Grammar, Rhetoric, Dialectic, Arithmetic, Geometry, Music.
 - b Philosophy, consisting of:—Physics, Logic, Ethics.
- 5 Sextus Empiricus, a Greek teacher at Athens and Alexandria, in the latter part of the 2d century, gave:—
 - a The Arts:—Grammar, Rhetoric, Dialectic, Arithmetic, Geometry, Music.
 - b The Sciences and Philosophy:—Logic, Physics, Ethics.

III DEVELOPMENT AMONG THE ROMANS. (Parker.)

- 1 Cato the Censor [c. 160 B. C.] outlined the Roman curriculum of his time. (Syllabus, p. 40.)
- 2 Varro [c. 50 B. C.]. His Nine Liberal Disciplines. (Syllabus, p. 40.)
- 3 Dionysius Thrax, in his Grammar [c. 90 B. C.], enumerated the Liberal Arts, as:—Astronomy, Geometry, Music, Philosophy, Medicine, Grammar, Rhetoric.



THE MEDIEVAL SYSTEM OF EDUCATION SUMMARIZED.

An allegorical representation of the progress and degrees of education, from an illuminated picture in the 1508 [Bâle] edition of the *Margarita Philosophica* of Gregory de Reisch, which is substantially the same as in the earlier editions.

The youth, having mastered the Hornbook and the rudiments of learning, advances toward the temple of knowledge. Wisdom is about to place the key in the lock of the door of the temple. Across the door is written the word *congruitas*, signifying Grammar. ("Gramaire first hath for to teche to speke upon congruite.") On the first and second floors of the temple he studies the Grammar of Donatus, and of Priscian, and at the first stage at the left on the third floor he studies the Logic of Aristotle, followed by the Rhetoric and Poetry of Tully, thus completing the *Trivium*. The Arithmetic of Boethius also appears on the third floor. On the fourth floor of the temple he completes the studies of the *Quadrivium*, taking in order the Music of Pythagoras, Euclid's Geometry, and Ptolemy's Astronomy. The student now advances to the study of Philosophy, studying successively Physics, Seneca's Morals, and the Theology (or Metaphysics) of Peter Lombard, the last being the goal toward which all has been directed.



PHILOSOPHY AND THE LIBERAL ARTS, vs. THE POETS.

(Reproduced from Straub & Keller's Strassburg [1899] folio edition of *Hortus Deliciarum*, a pictorial encyclopedia composed by the Abbess Herrad of Landsberg [d. 1195] for the nuns of Mont St. Odile in Alsace. The original MS. was destroyed during the bombardment of Strassburg in 1870.)

In the upper half of the inner circle Philosophy, represented by a woman, whose crown is parted into three heads, Ethics, Logic, and Physics, is seated on her throne. In her hands she holds a band bearing the inscription: *Omnis sapientia a Domino Deo est; soli quod desiderant facere possunt sapientes*. Below this, and on each side of the throne, are the words: *Septem fontes sapientiae fluunt de philosophia, quae dicuntur liberales artes. Spiritus Sanctus inventor est septem liberalium artium, quae sunt Grammatica, Rhetorica, Dialectica, Musica, Arithmetica, Geometria, Astronomia*. In the lower half of the inner circle Socrates and Plato are seated at desks with books open before them. Above them the line reads: *Naturum universae rei quem docuit Philosophia*. The outer circle is filled with a series of seven arches, and under each is a personification of one of the Liberal Arts, with her emblems in her hands. Grammar, the first of the Arts, holds a book and a bundle of switches; Rhetoric holds a stylus and a tablet for writing; Dialectic holds a dog's head; Music holds a cithara and has other musical instruments on each side of her; Arithmetic holds what appears to be a kind of counting device; Geometry holds a pair of compasses; and above Astronomy are the stars. Below and outside the outer circle are four poets or "magicians," each seated at a desk writing, with an evil spirit in the form of a raven hovering near his ear and prompting him in writing his poetry. This last is typical of the conflict which existed for centuries between the Liberal Arts and the Authors, or Literature proper.

- 4 Studies of Roman schools in the last century, B. C. (Syllabus, p. 43.)
- 5 Seneca [65 A. D.] enumerated the following:—
 - a Secondary Instruction, consisting of Music, Geometry, Arithmetic, Astronomy.
 - b Philosophy, consisting of Moral, Natural, Rational (Dialectic and Rhetoric.)
- 6 The studies enumerated by Quintilian [100 A. D.]. (Syllabus, p. 44.)

IV DEVELOPMENT AMONG THE LATER PAGANS AND EARLY CHRISTIANS. WRITERS, STUDIES, AND TEXT-BOOKS OF THE MIDDLE AGES. (Günther, on Mathematics; Meier, 122–135; Mullinger, I, 21–33; Newman, I, 105–115; Rashdall, I, 32–37; Regener, 35–40; Reichling, iii–xix; Sandys, 638–650; Schaff, IV, 604–615; Schütze, pt. 2; Smith and Cheetham, art. *Schools*; Taylor, 45–55; West, 4–27; Williams, 53–56.)

- 1 St. Augustine [425] named as *Disciplinarum Libri*:—Grammar, Music, Dialectic, Rhetoric, Geometry, Arithmetic, Philosophy.
 - a His position as the instructor of the Middle Ages.
- 2 Orosius [fl. c. 416]. His *Histories*.
- 3 Martianus Capella [c. 425] first mentioned the Seven Liberal Arts.
 - a These probably the studies of the better Roman schools of the time.
 - b Medicine and Architecture excluded.
 - c His *De Nuptiis Philologiæ et Mercurii*. (Parker, 437–461; Sandys, 228–230; Taylor, 49–55.)
- 4 Boethius [c. 475–524] first used the term *Quadrivium*, and clearly distinguished the two groups of studies. (Sandys, 237–243, 507.)
 - a His importance as a mediæval authority.
 - b His versions or adaptations of Arithmetic, Geometry, the Logic of Aristotle, and Commentaries on Aristotle, Cicero, etc.
 - c These the standard text-books throughout the Middle Ages.
- 5 Cassiodorus [468–568]. (Sandys, 244–256.)
 - a Gave the same list as Capella, and fixed the number at seven by Scriptural authority.
- 6 Isidore, Bishop of Seville [d. 636].
 - a Same list as Cassiodorus.
 - b His *Etymologies* a thesaurus for centuries.
 - 1) Nature of this work. (Sandys, 442–444.)
 - c Isidore closed the development of Christian learning.
 - d Boethius, Cassiodorus, and Isidore, and later, Capella and Maurus, the standard authorities up to 1300.
- 7 Rabanus Maurus and his encyclopedia, *De Universo* [819]. (Freundgen; Mullinger, 138–156; Schütze, pt. 2; Törnau; West, 156–164; Syllabus, p. 78.)

8 Dante summed up the ancient and mediæval educational systems under *Trivium*, *Quadrivium*, and *Philosophy*.



THE CAMP OF WISDOM.

An allegorical stained-glass window, the work of Loraine artists of the 16th century, and now in the library of Strassburg. (From *Les Arts et Métiers au Moyen Age*, p. 252.)

V REFERENCES.

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Suggestions as to Reading.

Davidson, Laurie, Parker, Sandys, Taylor, and West are to be recommended for the Seven Liberal Arts, Parker being particularly good. Rashdall, Regener, and Williams give good brief summaries. Sandys is particularly good on the study of grammar, and the conflict between the Arts and the Authors during the Middle Ages. Specht is very good, though quite long. Mullinger, Schaff, and Smith & Cheetham are good on the text-books of the Middle Ages. Parker and Taylor describe Capella's famous book, while Mullinger and West are best for Maurus. Türrnau, in German, is a valuable contribution on Maurus. The full citations in the pages of the Syllabus will give sufficient additional suggestions.

XVII ARAB LEARNING [800-1300]: CONDITION OF CHRISTIAN EUROPE.

(Crichton, ch. xiii; Davidson, 133-149; Haneberg; Hungerford; Lewes, II, 33-70; Ribera; Schmid, II, Pt. 1, 570-611; Sismondi, I, ch. ii.)

A INTELLECTUAL ADVANCES OF THE SARACENS.

I THE MIGRATIONS AND CONQUESTS.

- 1 Dates of. (Syllabus, p. 60.)
- 2 Greatest extent of their conquests. (Freeman, map, xvi.)
- 3 Division of the Empire [755]. The capitals.
 - a At Cordova in Spain.
 - 1) Ommiad line ruled from 755-1038, when displaced by the Moors, who continued until displaced by the Christians.
 - b At Bagdad on the Tigris.
 - 1) Haroun-al-Raschid became Caliph in 786. After his death Caliphate disintegrated.
 - c In 9th century a Caliphate established at Cairo.
- 4 Golden Age at Bagdad under Caliph al Mamun [813-833]. (Coppée, II, bk. ix, ch. i.)
- 5 Golden Age in Spain between 750 and 1150.
- 6 Contact with Hindoo, Byzantine, and Alexandrian learning.
- 7 The great revival of arts, science, and letters. (Huart, ch. ix; Hungerford.) To what due.
- 8 Almost no records bearing on Arab education previous to the time of Mohammed.

II INTELLECTUAL AND SOCIAL CONDITION. (Ameer Ali, chs. xxv, xxxi; Burke, I, 167-171, 205-208; Coppée, II, bk. ix, ch. ii, 434-436; Draper, I, 400-412, II, 30-38, 40-44; Duruy, 99-104; Ribera; Routledge, 55-56; Sismondi, I, ch. ii; Townsend, ch. ix.)

- 1 A picture of Cordova at the height of its prosperity.
- 2 Social habits of the people.
- 3 Libraries at Cairo, Cordova, and elsewhere.
- 4 Nature of their literature. (Huart; Le Bon, ch. ii.)
- 5 Their architecture. (Le Bon, ch. viii.)
 - a The Alhambra a type.
- 6 Their arts, industries, and commerce. (Coppée, II, bk. x, ch. iv; Le Bon, chs. vii, ix.)

III WORK IN MATHEMATICS. (Ameer Ali, chs. xxv, xxxi; Ball, 140-156; Burke, I, 205-208, 284-288; Cajori, 84-116; Coppée, II, bk. x, ch. ii; Draper, II, 38-50; Huart, 291-295; ‡Lacroix, ch. v: Le Bon, chs. i, iii; Ribera; Routledge, 56-65.)

- 1 Algebra obtained from India [c. 800] and perfected.
 - a Arabic numerals derived from the same source.
- 2 Mohammed-ibn-Musa [c. 830] wrote an Arithmetic and an Algebra.
 - a Gave rules for solving quadratics and extracting the square root.
 - b Early European books based on this.
- 3 Tabit-ibn-Korra [839-901] translated Greek mathematical works and wrote original works of merit.
- 4 Abul Wefa [940-998, Bagdad] introduced trigonometric functions and constructed tables for calculating tangents and cotangents.
- 5 Ibn Jounis [c. 1000, Cairo] introduced use of sine.
- 6 Geber [c. 1175, Spain] calculated cosines.
- 7 Arabic mathematicians determined value of π to be 3,927:1,250.

IV WORK IN ASTRONOMY. (Ameer Ali, chs. xxv, xxxi; Coppée, II, 294-295, 375-380; Draper, II, 38-50; Huart, 295-306; *Lacroix, IV, ch. ii; Le Bon, chs. iii, iv; Ribera; Routledge, 56-65.)

- 1 A degree of the earth's surface measured on the shores of the Red Sea [c. 830]. Result 56 $\frac{1}{3}$ miles.
- 2 Obliquity of ecliptic calculated [830].
- 3 Length of year determined [880].
- 4 Rate of progression of equinoxes corrected.
- 5 Ptolemy's astronomical tables corrected at Cairo [1000] by Ibn Jounis.
- 6 Theory that planets move in ellipses set forth.
- 7 Observatory tower built at Seville [1196]. "Tubes with glasses" used for observation [c. 1250].
- 8 Gnomon, Armillary Sphere, Mural Quadrants.
- 9 Geography taught from globes in the schools.

V WORK IN CHEMISTRY AND PHYSICS. (Ameer Ali, chs. xxv, xxxi; Coppée, II, bk. x, ch. iii; Draper, I, 400-412, II, 38-50; Huart, 313-317; *Lacroix, II, ch. ii; ‡Lacroix, ch. viii; Le Bon, ch. v; Ribera; Routledge, 56-65.)

- 1 Geber [c. 800] discovered nitric acid and aqua regia, oxidized mercury, and prepared caustic alkali from plants.
- 2 Rhazes [c. 900] discovered sulphuric acid and alcohol.
- 3 Properties of gases understood. Many advances made.
- 4 Table of specific gravities calculated [995].
- 5 Alhazen [c. 1100, Spain] wrote a work on optics.

- a Explained refraction and reflection, theory of vision, and use of the retina.
- b Calculated the height of the atmosphere as 58 1/2 miles.
- 6 The pendulum applied to clocks and time calculated [1259].

VI WORK IN MEDICINE AND SURGERY. (Ameer Ali, chs. xxv, xxxi; Coppée, II, bk. x, ch. iii; Draper, I, 400-412, II, 38-50; Huart, 306-313; *Lacroix, II, ch. iii, IV, ch. i; †Lacroix, chs. vi, vii; Le Bon, ch. vi; Ribera; Routledge, 56-65.)

- 1 Study began with Al Mansur [754-775, Bagdad].
 - a Rapid advances made.
 - b Jews of their schools long famous as practitioners.
 - 1) Tolerance indicated.
- 2 Difficult operations performed in obstetrics and general surgery.
- 3 Properties of many drugs understood. (*Lacroix, II, ch. iv.)
- 4 A Pharmacopœia written.
- 5 Hospitals.

VII THEIR SCHOOLS. (Ameer Ali, chs. xxv, xxxi; Burke, I, 284-288; Coppée, II, 279-281, 433-437; Draper, II, 36-38; Ribera.)

- 1 Ali [602-661], the third successor of Mohammed, a patron of learning. Some of his sayings which have survived:—

“A man’s learning is more valuable than his gold.”

“To the dominion of science there is no end.”

“He dies not who gives his life for science.”

“Eminence in science is the highest of honors.”

- 2 Haroun-al-Raschid enacted [780, Bagdad] that every mosque should have a school attached to it.
- 3 Academies established for tuition pupils.
- 4 Higher schools established in the leading cities, such as Bagdad, Cairo [988], Cordova, Granada, Toledo, and Seville.
 - a Teachers mostly Jews.
 - b Work consisted of lectures on Literature, Rhetoric, Grammar, Composition, Mathematics, Astronomy, and general Science.
 - c Medicine taught in professional schools.
 - d Arab scholars wrote dictionaries, lexicons, and encyclopedias. (Huart, 317-322.)
- 5 Education of women.
- 6 Work of the Mohammedans in gathering together Greek and Oriental science and preserving it through the Dark Ages analogous to the work of the Church and the Franks in preserving Roman institutions and Roman law.

B CONDITION OF CHRISTIAN EUROPE AT THE TIME.

I CHRISTIAN CONDITIONS AND KNOWLEDGE. (Draper, II, 27-28, 115-119; and Hallam, II, ch. ix, pt. i; Trench, ch. xxviii.)

- 1 Intellectual and social conditions compared. (Cutts, 54-92; Hallam, ch. ix, pt. 1, second half; Schaff, IV, ch. xiii; Syllabus, p. 90.)
 - a Superstition of the age, the people, the clergy, and the monks. (Burr; Fisher, 229-230; Franck; Gibbon, III, ch. xxxvii, 682-687; †Lacroix, 200-264; Milman, VI, bk. 14, chs. i, ii; Moeller, II, 210-221, 331-337; Munro.)
 - 1) Worship of saints and relics. Miracles.
 - a) Religion a crude polytheism.
 - b) Great development of the sensuous and the symbolic.
 - 2) Trials by combat.
 - a) Private warfare. "Truce of God" established [1041].
 - 3) Trials by ordeals. (Henderson, 314-319; Howland, 7-22.)
 - a) Forbidden by the Church [1218].
 - b) Filth; lack of sanitation in town and homes. (See 5, below.)
 - 2 Mathematics. (Ball, 158-167; †Lacroix, 77-104; ‡Lacroix, 161-202.)
 - a Roman numerals used. (Cajori, 117-124.)
 - b No advance until influenced by Arab learning.
 - 1) Translation of Arab mathematical works. (†Cajori, 111-122, 131-138.)
 - 3 Astronomy and Geography. (*Lacroix, IV, ch. ii; †Lacroix, 265-295; White, I, chs. ii-iv.)
 - a Belief as to the shape and position of the earth.
 - b Belief as to the purpose of the earth and heavens.
 - 1) Consequent disbelief in unseen stars.
 - c Eclipses, meteors, and comets terrifying sights.
 - 1) Comet excommunicated by Pope Calyxtus.
 - d The Copernican theory condemned [1616] as "absurd in philosophy" and "expressly contrary to Holy Scripture."
 - e The *Encyclopedia* of Bartholemew Anglicus [fl. 1230-1250] representative of the most advanced knowledge of the best scholars of the time. (Steele.)
 - 4 Chemistry and Physics. (*Lacroix, II, chs. ii, iv; †Lacroix, 105-133, 174-199; ‡Lacroix, ch. viii; Traill, II, 74-82, 370-375, III, 325-333; White, I, ch. xii.)
 - a General belief in magic and witchcraft. Diabolic action.
 - 1) Pope John XXII [1317] issued a Bull against the alchemists.
 - b Attitude of Christian Europe toward inquiry shown in the treatment of Roger Bacon. (Syllabus, p. 105.)
 - c Physics a 17th century science.

- d Chemistry a 19th century science.
- 5 Medicine and Surgery. (*Lacroix, II, ch. iii, IV, ch. i; †Lacroix, 134-173; ‡Lacroix, 203-291; Morley, VII, 26-27, 40-41; Steele; Traill, II, 82-86; White, II, chs. xiii-xv.)
 - a Miracle cures common.
 - b Disease attributed to Satanic influence.
 - 1) Schedule of prayers for the cure of various diseases.
 - 2) Efficacy of the royal touch. Sacred pools, etc.
 - c The sacred theory of pestilence. Sanitation. (Traill, III, 114-115, 133-137, 145-153, 239-242, 413-416.)
 - d Dissection long prohibited as sacrilegious.
 - 1) Discovery of the circulation of the blood first published by Harvey in 1628.
 - e Treatment of the insane.
 - 1) Casting out of devils by whipping and torture. (White, II, ch. xv.)
- 6 Characteristics of Christian education. (Syllabus, p. 81.)

II INFLUENCE OF ARAB LEARNING ON EUROPE. (*Ball, ch. x; †Ball, 2-11; *Cajori, 124-128; †Cajori, 111-122, 131-138; Coppée, II, 370-374; Draper, II, chs. ii, iv; Lacroix, all citations to; Sandys, 539-550; Steele; Townsend, ch. ix.)

- 1 European monks went to Spain for study, and brought back translations of Arab books. The work of:—
 - a Gerbert [953-1003] afterwards Pope Sylvester II [999-1003]. (Franck, 1-46.)
 - 1) Accused of transactions with the devil.
 - b Adelhard, an English monk, at Cordova [c. 1120].
 - 1) His Arithmetic and Algebra used in Europe until 1533.
 - 2) His Euclid in general use in the Universities by 1300.
 - c Abraham ben Ezra [1097-1167].
 - d Gerard [1114-1187]. Translated Ptolemy and Alhazen.
 - e Leonardo of Pisa [1175-1230], whose Algebra [1202] practically introduced the Arabic system into Europe.
- 2 Frederic II [1194-1250] employed a staff of Jewish physicians to translate Arab works.
 - 1) His great work for learning.
- 3 Medical books used at Montpellier, and how obtained. (Rashdall, II, Pt. 1, 115-124, Pt. 2, 780-785.)
- 4 Translations of Aristotle. Work of other translators. (Sandys, 539-550, 563-566.)

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- 3 Sources and Secondary Authorities having particular reference to the state of knowledge in Christian Europe.

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5 Suggestions as to Reading.

Of the reference in group 1, the student will probably find Ameer Ali, Burke, Coppée, Draper, Routledge, or Sismondi the most useful. The first is good on the social and intellectual conditions at Bagdad and Granada, the second gives a brilliant picture of Cordova, the third gives a most attractive account of Arab life and learning, the fourth is a good condensed statement of Arab scientific advances, and the fifth contains a graphic account of the civilization of the Arabs. Ribera is an illuminating work, and ought to be translated into English. Le Bon is a large and excellent work on the civilization of the Arabs. It is beautifully illustrated, and the student could look the book over with profit, even though he does not read French. Crichton and Haneberg are old standards, though now in part superseded by more recent works. Davidson has a brief general chapter, but lacks sufficient detail.

Of the references in group 2, Burr, Henderson, Howland, and Munro are short collections of illustrative sources, giving the manner of procedure in witch-trials, ordeals, etc., and illustrative monastic tales of the period. These are valuable by way of illustration. Gibbon has a few pages on the superstitions of the period. Fisher has a good section on the religious life of the Middle Ages, and the work of the Church in securing better conditions. Fisher is always valuable because of his absence of partisanship. Milman has attempted to give a statement of the belief of the Church and the nature of popular belief at about the year 1200. Moeller has given a somewhat similar statement for the periods from the eighth to the thirteenth century.

Of the references in group 3, Hallam, Traill, and White will be most useful. Traill is a very valuable collection of material illustrative of English life, and though the citations are usually quite short, can almost always be consulted with profit. White is a monumental work, and will be the standard work on the subject for a long while to come. The student can consult this work with profit, even though he has time to read but part of a chapter. Steele is a valuable reprint of a thirteenth century encyclopedia, and gives an epitome of the science, geography, mathematics, and manners of the period. Franck is an old standard on the life and time of Gerbert. Hallam's ninth chapter is another old standard, often severely criticised, which describes conditions in Europe between 800 and 1300. Morley has a brief section on old medical knowledge, and Schaff has a general section on the state of learning of the period.

Of the references in group 4, Ball and Cajori deal with mathematical knowledge; Draper is general and brief, but good; Townsend has a good chapter on the influence of the translation of Aristotle; Rashdall's note on the medical books used at Montpellier is very interesting; and the works by Lacroix are of much value, and show the Arab influences in many fields. Sandys contains a very satisfactory account of the translations.

The general student, beginning the study, would probably best read Routledge and one of the histories in group 1; Fisher, Milman, or Moeller in group 2; the citations in Traill or portions of White in group 3; and then select from group 4. Le Bon and Steele can be looked over with profit, even though not read.

XVIII IMPORTANT MOVEMENTS OF THE TENTH TO THE THIRTEENTH CENTURIES.

(Hallam, II, ch. ix; Kemp, ch. xii; Masson, chs. ii, iii; May, I, 243-253; Williams, ch. iv.)

I FEUDALISM. (Abdy, ch. vii; Adams, ch. ix; Allen, ch. ii; *Cheyney; Duruy, ch. xv; *Emerton, ch. xv; †Emerton, ch. xiv; Green, 83-85; Guizot, I, lect. 4, III, second course, lects. 1-5, and IV, lects. 6-11; Jones, ch. v; *Lacroix, I, chs. i, iv, III, ch. vii; †Lacroix, chs. ii, iii; ‡Lacroix, ch. i; §Lacroix, 1-86; McLaughlin, 71-99; Robertson, I, 16-25; Seebohm, 16-21; Watson, ch. viii.)

- 1 Elements contributing to the development of Feudalism.
- 2 Beginnings of the feudal regime. (*Emerton, ch. xv.)
- 3 Elements in the feudal state. (Duruy, ch. xv; †Emerton, ch. xiv.)
 - a Reciprocal relations of the Lord and Vassal. (†Emerton, 488-497.)
 - b Balancing of relations;—an organized anarchy.
 - c Condition of the serfs.
- 4 Ecclesiastical feudalism.
 - a Temporal power of the Church during the Middle Ages.
 - b Centralization of authority in the hands of ecclesiastics.
 - c The Church the State.
- 5 Good results of the system.
 - a The sense of personal honor.
- 6 Causes of its decline and fall. (Seebohm, 16-21.)
 - a Popular hatred of the system.
 - b Mutual jealousy of king and clergy.
 - c Rise of the Common Freeman. (†Emerton, 509-519.)
 - d Passing away of the conditions which gave rise to it.

II CHIVALRY: EDUCATION OF THE KNIGHT. (Allen, ch. v; Cutts, 353-368; Duruy, 230-232; Francke, 63-72; Guizot, IV, lect. 6; †Henderson, I, ch. v; Jones, ch. iv; *Lacroix, I, ch. vi; ‡Lacroix, ch. v; §Lacroix, 86-148; Oman; Robertson, I, 75-79; Stillé, ch. xii; Thatcher and Schwill, 602-605; Watson, I, ch. x.)

- 1 An outgrowth of Feudalism and of the influence of the Church upon the barbarians. (Gautier, 1-23.)
- 2 The Ten Commandments of Chivalry. (Gautier, 24-85.)
- 3 A Lord's court. (Gautier; †Henderson, I, ch. v.)

- 4 Education of his sons.
 - a Inadequacy of the episcopal and monastic schools.
 - b Formation of the castle school.
- 5 The new subjects and plan of instruction. (Cornish, ch. iii; Cutts, 406-422; Dittes, 106-108; Wright, 130-140; †Henderson, I, ch. v.)
 - a The *page*.
 - 1) His training. (Gautier, ch. v.)
 - 2) Subjects taught.
 - b The *squire*.
 - 1) His training. (Gautier, ch. vi.)
 - c The *knight*.
 - 1) The ceremony. (Gautier, chs. vii, viii; Traill, II, 125-129; Watson, I, ch. x.)
 - 2) The oaths. (Watson, I, 161.)
 - 3) His duties. (Cutts, 406-422; Gautier.)
- 6 Contrast between knightly and clerical ideals as to:—
 - a Purpose, nature, and method of instruction.
 - b Education and position of women.
- 7 The seven *Frömmigkeiten* of the Middle Ages.
- 8 Good results of Chivalry. Its decline and end.
 - a Value in developing the native languages.
- 9 Principles of knightly education introduced into the study of law in the 13th century.
 - a Oath of the *Knight of Law*. (Forsyth, 222-227.)

III THE CRUSADES. (Adams, ch. xi; Allen, ch. iv; Guizot, I, lect. viii; ‡Lacroix, ch. iv; §Lacroix, 148-198; Milman, III, bk. 7, ch. vi; Munro; Putzker, map 16; Robertson, I, 25-34; Stillé, ch. xii; Thatcher and Schwill, 361-430; Trench, lect. x; Watson, ch. ix.)

- I Causes leading to the Crusades. (Keane, ch. iii.)
- 2 Effects of the Crusades upon Western Europe, with reference to:—
 - (Drury, 286-289; Guizot, I, lect. viii; Thatcher and Schwill, 431-434.)
 - a Isolation. Unification. National feeling.
 - b Development of common ideals among the nations.
 - c Intercommunication.
 - d Reopening of commerce. (Adams, ch. xii; Duruy, 318-320; Stillé, ch. xv; Traill, I, 386-388; Zimmern, 30-47.)
 - 1) Its humanizing and educative effect.
 - e Introduction of new knowledge.
 - f New interests and new desires.
 - 1) Change of attitude of humanity toward the old problems.

IV RISE OF THE FREE CITIES. (Adams, ch. xii; Allen, 241-250; Ashley, I, ch. ii; Duruy, ch. xxii; †Emerton, ch. xv; Francke, 100-107; Guizot, I, lect. vii; *Henderson, 417-422; Hibbert; Jones, chs. viii, ix; Robertson, I, 34-75; Smith, *Introd.*; Stillé, 397-408; Thatcher and Schwill, ch. xvi, and 562-567, 612-614; Traill, I, 360-366, 466-467, II, 109-111.)

1 Origin of mediæval communes and cities.

a The municipal movement of the 11th and 12th centuries.

1) Causes for.

2) Effect in:— (†Emerton, ch. xv.)

a) Enfranchising the serfs.

b) Evolving the artisan.

c) Evolving the merchant, and more stable economic conditions. Rise of "the Third Estate."

3) The mediæval merchant. (Cutts, 487-517; Duruy, 318-326; Green, Mrs., II, ch. viii; Hallam, II, ch. ix, pt. 2; *Lacroix, III, ch. iv; †Lacroix, ch. vii.)

a) The Florentine merchant. (*Scaife, ch. vii; †Scaife, 298-300.)

2 Extension of rights and privileges by royal charters. (†Cheyney, 7-11.)

3 Organization of guilds.

a Nature of these guilds. (Cheyney, 12-35; †Lacroix, ch. viii.)

b Part taken by them in securing:— (Ashley, I, ch. ii; †Cheyney, 12-35; Jones, ch. ix; Smith; Zimmern, 11-20.)

1) Justice. Security. Free Speech!

2) Self government and political rights.

c Extension to other fields—church guilds, social guilds, etc.

4 The mediæval town. (Ashley, I, ch. ii; †Cheyney, 2-11; Cutts, 529-546; Zimmern, 82-125.)

5 Burgh schools established by the more important cities. Dittes, 109-114; Edgar, ch. x; Grant, 25-44; Kämmer, 56; Lorenz, 52-69, 101-107; Mackintosh, I, ch. xii; Nohle, 18-26; Russell, 11-16; Schiller, 60-64; Schmid, II, Pt. 1, 309-332; Specht.)

a By whom taught. Subjects taught.

b Language used. Nature of instruction.

2) The first school-house [Berne, 1481].

d Struggle between Church and State for the control of these schools.

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*EMERTON, E. *Introduction to the Study of the Middle Ages*. [Boston, 1887.]

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†HENDERSON, E. F. *A Short History of Germany*, I. [New York, 1902.]

*LACROIX, PAUL. *Le moyen age et la renaissance*. [Paris, 1848.]

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‡LACROIX, PAUL. *Military and Religious Life in the Middle Ages*. [London, 1874.]

§LACROIX, PAUL. *Le chevalerie et les croisades*. [Paris, 1890.]

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3 Secondary Authorities having particular reference to the rise of the cities and the evolution of the middle and lower classes of society.

ASHLEY, W. J. *Introduction to English Economic History*, I. [New York and London, 1888.]

GREEN, MRS. J. R. *Town Life in the Fifteenth Century*, II. [New York and London, 1895.]

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*HENDERSON, E. F. *History of Germany in the Middle Ages*. [London, 1894.]

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†SCAIFE, W. B. *Commerce and Industry of Florence during the Renaissance*; in *Rep. Am. Hist. Assoc.*, 1891, pp. 298-300.

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5 Secondary Authorities of minor importance, or which contain only a short section or a general chapter.

ALLEN, J. H. *Christian History, Second Period.* [Boston, 1883.]

FORSYTH, WM. *Hortensius the Advocate.* [London, 3d Ed., 1874.]

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KEANE, JOHN. *The Evolution of Geography.* [London, 1899.]

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MAY, SIR THOS. E. *Democracy in Europe, I.* [London, 1887.]

MCLAUGHLIN, E. T. *Studies in Mediæval Life and Literature.* [N. Y., 1894.]

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ROBERTSON, WM. *History of Charles V, I.* [Phila., New Ed., 1875.]

SEEBOHM, F. *Era of th Protestant Revolution.* [New York, 1875.]

TRAILL, H. D. *Social England, I and II.* [New York and London, 1893.]

TRENCH, R. C. *Lectures on Mediæval Church History.* [London, 2d Ed., 1886.]

6 Suggestions as to Reading.

The Sources all furnish good illustrative material.

Of the Authorities in group 2, the general student will find the citations in Adams, Cornish, Cutts, the two histories by Emerton, Gautier, Henderson, the books by Lacroix, and Watson most valuable. Emerton gives a good brief statement of the Feudal system. Adams and Watson also contain good chapters. For chivalry, Gautier is a standard history. Cornish is a recent history of chivalry, which contains a good chapter on chivalric education. Cutts, Henderson, and Watson contain good descriptive chapters. Adams is very good on the reopening of commerce following the Crusades. The works by Lacroix contain excellent illustrative material on the entire section of the Syllabus.

Of the Authorities in group 3, Ashley is one of the best for general use. Gross is excellent, but quite long. Cutts and Mrs. Green are good on the mediæval merchant. Scaife is very good for details as to commerce. Stillé and Zimmern also contain good chapters.

Of the Authorities in group 4, Edgar, Grant and Nohle will be found most satisfactory by the general student. Kaemmel and Schmid give detailed information as to the schools of the period. Of the authorities in group 5, Francke is good on mediæval society, and Traill contains many good short citations. Trench contains a good short chapter on the Crusades. The student should consult the pages of the Syllabus for more detailed suggestions as to reading and for references on minor points.

XIX SCHOLASTICISM.

(Allen, ch. viii; Davidson, 151-158; Fisher, 208-218; Hauréau; Kurtz, II, 77; *Lacroix, II, ch. i; †Lacroix, 111-160; Lowndes, 18-43; Milman, III, bk. 8, ch. v; Moeller, 422-435; Morley, III, 316-324; Regener, 51-58; Schmid, II, Pt. I, 258-308; Seebohm, 11-16; Seth; Ziegler, 29-33.)

I SOME EARLY SCHOLASTICS. (Barnard's Jr., XXIV, 368-374; Drane, I, ch. xii; Emerton, 446-464; Erdmann, I, 287-355; Fischer, 55-66; Lewes, II, ch. i; †Mullinger, 49-64; Poole, 98-108; Trench, lect. xiv; Ueberweg, §89-§94.)

1 John Scotus Erigena, master of the Palace School under Charles the Bald [c. 845-855]. (Guizot, III, lect. xxix; *Mullinger, 172-192; Sandys, 473-478; Townsend, ch. iii.)

a Connecting link between Alcuin and Scholasticism.

b Started questions which alarmed the Church. (Erdmann, I, 292-301; *Mullinger, 171-192; Poole, 53-78; Townsend, ch. iii.)

2 St. Anselm [1033-1109] the founder of Scholasticism in the West. (Erdmann, I, 303-314; Maurice, 92-111; Moeller, 370-373; Townsend, ch. v.)

3 Abelard [1079-1142, Paris] declared for free inquiry. (Compayré, 74-75; Emerton, 453-455; Erdmann, I, 317-326; Maurice, 116-142; McCabe; Moeller, 374-376; Poole, ch. v; Rashdall, I, 37-72; Thatcher and Schwill, 591-597; Townsend, ch. vi.)

a He is silenced by the Church.

b The three requests of his scholars.

4 Peter Lombard's *Sentences* [c. 1160] an attempt at a scientific system. (Maurice, 150-156; Milman, III, bk. 8, ch. v; Townsend, ch. viii.)

II CAUSES OF THE RISE OF SCHOLASTIC THEOLOGY. (Drane, I, ch. xii; Hallam, II, ch. ix, pt. 2; Nichol, II, 33-51; Rashdall, I, 37-72; Stillé, ch. xiii; Thatcher and Schwill, 581-602; Trench, lect. xiv.)

1 The 11th and 12th centuries a turning point.

a Curiosity for secular knowledge.

b Disquietude in all fields of thought.

1) Heresies began to disturb orthodoxy.

c Desire for a philosophy which should explain the mysteries of Christianity.

2 Absence of:—

- a A classical literature.
 - b An independent system of ethics.
 - c A natural philosophy.
- 3 Lack of intercourse with the world in any modern sense.
- 4 Poverty of the literature of the early Middle Ages. Text-books in use.
(See Syllabus, pp. 87–88.)
- 5 Necessity of putting forth the new energy in some direction which the Church would approve.
- 6 The problem started by Boëthius in the 6th century.
- a The Nominalists and the Realists. (Emerton, 446–453; Sandys, 239–240, 506–507.)

III SCHOLASTICISM EARLY RECOGNIZED ITS LIMITATIONS.

(Emerton, 446–464; Hallam, II, ch. ix, pt. 2; Poole, ch. v; Rashdall, I, 37–72.)

- 1 Abelard's experiences.
- 2 The methods of the Scholastics feared more than their teachings.
- 3 The Church finally adopted it as an ally.

IV THE GREAT ERA OF SCHOLASTICISM.

(Erdmann, I, 356–446; Fischer, 67–79; Lowndes, 18–43; Maurice, ch. v; Milman, VI, bk. 14, ch. iii; Morley, III, 316–324; Trench, lect. xviii; Ueberweg, I, § 98–§ 104.)

- 1 Revolution in scholastic Philosophy about 1200 A. D., due to the introduction into Europe of:—(Townsend, ch. ix.)
 - a Aristotle's *Metaphysics*, *Physics*, *Psychology*, and *Ethics*. (Sandys, 507–508, 539–550, 563–566.)
 - b Writings of Arabian and Jewish philosophers.
 - 1) The new master science.
- 2 Founding of the Dominicans [Black Friars] in 1216. (Drane, II, ch. ii; Emerton, 462–464.)
 - a Their objects preaching and public instruction.
 - 1) This in a sense a revival in monasticism.
 - b Schools established in connection with the new Universities.
- 3 The three great Schoolmen. (Erdmann, I, 393–474; Lewes, II, ch. iii.)
 - a Albert the Great. [German; Dominican; 1193–1280.] (Sandys, 558–560; Townsend, ch. x.)
 - 1) "The organizing intellect of the Middle Ages."
 - 2) The first of the Schoolmen to state the philosophy of Aristotle in a systematic form.
 - 3) St. Thomas Aquinas his greatest pupil.



ST. THOMAS AQUINAS ENTHRONED.

CHRIST IN GLORY.

ST. LUKE, ST. MATTHEW, ST. PAUL.

MOSES, ST. JOHN, ST. MARK.

ARISTOTLE.

ST. THOMAS AQUINAS.

PLATO.

ADMIRING DOMINICANS.

AVERROËS.

ADMIRING DOMINICANS.

(An Altar-piece by Francesco Traini [1345] in the Church of S. Caterina, at Pisa. Reproduced from Rosini's *Pittura Italiana*.)

Beneath "Christ in Glory" are six figures bending forward from the sky and holding out the books of the Scriptures which bear their names. To each of the six a ray of light falls from Christ. From each of these figures a ray of light proceeds to the seated figure of St. Thomas Aquinas. Three rays also proceed from Christ direct to him. On the lap of St. Thomas Aquinas are a number of his books, while in his hands he holds his great and unfinished work, the *Summa contra Gentiles*, and points to the opening sentence: *Veritatem meditabitur guttur meum, et labia mea detestabuntur impium* (Prov. viii, 7). Two other rays of light are shown as coming to St. Thomas from the books held up by Aristotle and Plato, who stand to the left and right respectively. From St. Thomas' great book falls a heavy line, a flash of refutation rather than a beam of light, which strikes a book lying on the ground beside its author, Averroës, who seems to be writhing in pain. A number of rays of light may be seen descending from the works of St. Thomas on the two crowds of admiring and adoring Dominicans who stand below on the earth.

b Thomas Aquinas. [Italian; Dominican; 1225?-1274.] (Sandys, 560-562; Townsend, chs. xiii, xiv.)

1) He brought Scholasticism to its highest development by harmonizing Aristotelianism with the doctrines of the Church.

c Bonaventura. [Italian; Franciscan; 1221-1274.] (Townsend, ch. xii.)

4 Scholasticism in its decline. (Erdmann, I, 485-518.)

a Duns Scotus. [Englishman; Franciscan; 1265?-1308?.] (Sandys, 576-578; Townsend, ch. xv.)

b William of Ockham. [Englishman; Franciscan; c. 1270-1347.] (Sandys, 578-579; Townsend, ch. xvi.)

V ROGER BACON [1214-1294]. (Ball, 163-165; Erdmann, I, 476-485; Green, 138-141; Lewes, II, 77-87; Maurice, 233-239; Milman, VI, bk. 14, ch. iii; †Mullinger, 154-159; Nichol, II, 52-57; Routledge, 66-70.)

1 Character of the man and his learning. (Sandys, 567-576.)

2 His teachings and writings.

3 Attitude of the Church toward scientific investigation as shown by his imprisonment for magic [1278-1292?].

VI THE WORK OF SCHOLASTICISM. (Emerton, 460-464; Stillé, ch. xiii; Townsend, chs. xviii-xx; Trench, lect. xviii.)

1 Organization.

2 Reconciliation.

3 Accommodation of the old theology to the new philosophy.

4 Types of questions debated. (Froude, 123-125; Sandys, 239.)

5 The downfall of Scholasticism.

VII THE SERVICE OF SCHOLASTICISM. (†Mullinger, I, 49-64; Stillé.)

1 In awakening the minds of men.

2 In preparing the way for the universities.

VIII REFERENCES.

- 1 Secondary Authorities which deal at length with Scholasticism.

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 MAURICE, F. D. *Mediæval Philosophy, from the Fifth to the Fourteenth Centuries*. [London and Glasgow, 2d Ed., 1859.]
 SCHMID, K. A. *Geschichte der Erziehung*, II, Pt. 1. [Stuttgart, 1892.]
 TOWNSEND, W. J. *The Great Schoolmen of the Middle Ages*. [London, 1881.]
- 2 Important Secondary Authorities.

DAVIDSON, THOS. *History of Education*. [New York, 1900.]
 EMERTON, E. *Mediæval Europe*. [Boston, 1894.]
 FISCHER, KUNO. *Descartes and his School*. [London, 1887.]
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 MCCABE, JOSEPH. *Peter Abelard*. [Putnam, 1901.]
 MILMAN, HENRY HART. *History of Latin Christianity*, III, VI. [London, 1855.]
 *MULLINGER, J. B. *Schools of Charles the Great*. [London, 1877.]
 †MULLINGER, J. B. *History of the University of Cambridge; I, from the Earliest Times to 1535*. [Cambridge, Engl., 1873.]
 NICHOL, JOHN. *Francis Bacon; his Life and Philosophy*, II. [London and Phila., 1889.]
 POOLE, R. L. *Illustrations of Mediæval Thought*. [London, 1884.]
 RASHDALL, H. *Universities of Europe in the Middle Ages*, I. [Oxford, 1895.]
 SETH, A. Article Scholasticism; in *Encyclopedia Britannica*.
 THATCHER, O. J. and SCHWILL, F. *Europe in the Middle Ages*. [N. Y., 1898.]
 TRENCH, R. C. *Lectures on Mediæval Church History*. [London, 2d Ed., 1886.]
- 3 Secondary Authorities which contain short general chapters or articles.

ALLEN, J. H. *Christian History; Second Period*. [Boston, 1883.]
 DRANE, A. T. *Christian Schools and Scholars*, I, II. [London, 1881.]
 FISHER, GEO. P. *History of the Christian Church*. [New York, c. d. 1887.]
 GUIZOT, F. *The History of Civilization*, III. [New York, 1888.]
 *LACROIX, PAUL. *Le moyen age et la renaissance*, II. [Paris, 5 Vols., 1848-1851.]
 †LACROIX, PAUL. *L'école et la science jusqu'à la renaissance*. [Paris, 1887.]
 LOWNDES, R. *René Descartes; his Life and Meditations*. [London, 1878.]
 MOELLER, WILHELM. *History of the Christian Church in the Middle Ages*. [London and New York, 1892.]
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 UEBERWEG, FR. *History of Philosophy*, I. [New York, 1876.]
 ZIEGLER, T. *Geschichte der Pädagogik*. [Munich, 1895.]
- 4 Works of minor importance, or which refer to a single point in the Syllabus.

BALL, W. W. R. *Short History of Mathematics*. [London, 1888.]
 BARNARD, HENRY. William of Champeaux, Anselm, and Abelard (Drane); in *Barnard's Jr.*, XXIV, pp. 368-374.
 FROUDE, J. A. *Life and Letters of Erasmus*. [New York, 1894.]
 GREEN, JOHN R. *Shorter History of the English People*. [New York, 1898.]
 HALLAM, HENRY. *Europe in the Middle Ages*. [New York, 1887.]
 KURTZ, J. H. *Church History*, II. [London, 1888.]
 MORLEY, HENRY. *English Writers*, III. [London 1889.]
 REGENER, FR. *Skizzen zur Geschichte der Pädagogik*. [Langensalza, 1898.]
 ROUTLEDGE, R. *History of Science*. [London 1881.]

SEEBOHM, F. *Era of the Protestant Revolution*. [New York, 1875.]

5 Suggestions as to Reading.

Of the Authorities in group 1, all are good, though quite long. Erdmann is a translation of a standard German work; Hauréau is an old but valuable French work; Maurice traces the history of Scholasticism by eras; Schmid is somewhat general on the period; and Townsend is very good on the men, their problems, and their work.

Of the Authorities in group 2, the student will probably find Emerton, Fischer, Milman, and Seth the most satisfactory. The chapter in Emerton is a good, brief, concise statement of the work and service of Scholasticism. Fischer contains a good clear account. Milman is very good, and Seth is an excellent summary. The chapter in Thatcher and Schwill is a good short general statement. McCabe's *Abelard* is a very valuable work. Mullinger is good on the early Scholastics. Rashdall has a very good chapter on Abelard and the problems of his time. Poole and Trench contain good general chapters on Abelard and the early Schoolmen. Lewes contains a very readable account, covering the whole Scholastic period.

Of the Authorities in group 3, Drane is very good on the beginnings of the movement and on the work of the Dominicans. The chapters in Fisher and Moeller are short and general, but are good brief accounts of the whole movement. The two works by Lacroix are general, but contain good illustrative material. Stillé has a good brief chapter on the Schoolmen and the Universities. Sandys is an excellent book,—an example of painstaking scholarship, and contains a number of citations which are good, though usually quite brief. Guizot contains a good chapter on the life, doctrines and influence of Erigena. Ueberweg covers the whole period in a concise manner, but the style is not so attractive as in Fisher or Moeller.

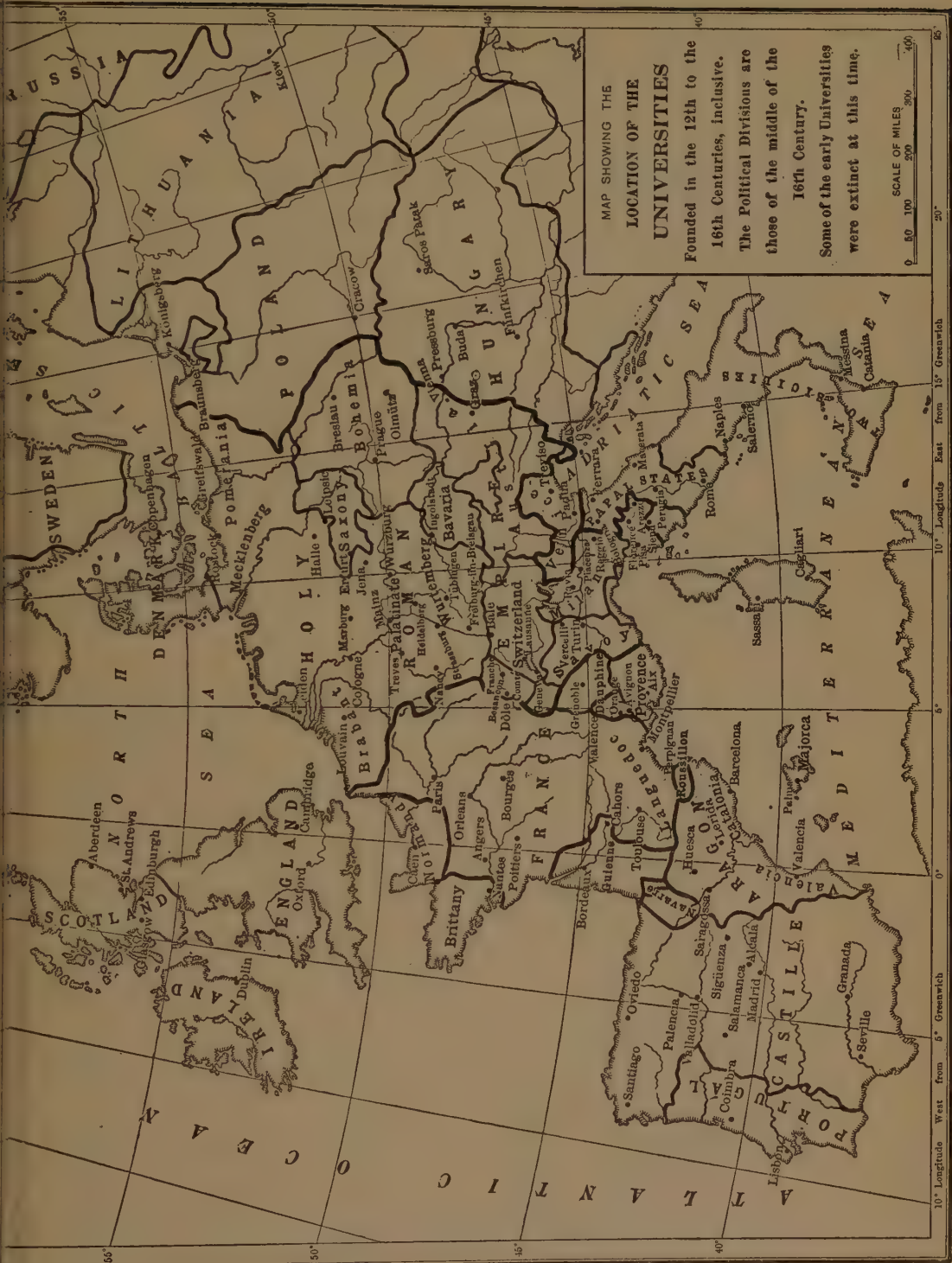
The minor works in group 4 refer to particular points, which are indicated in the Syllabus, with the exception of Kurtz, Regener and Seebohm. The chapters in these are so brief as to be of little value, except that Regener will afford good practice in reading German.

The general student, beginning the study, or the general reader wishing to get an idea of the period, would probably do best to read Rashdall or Townsend, or one or more of the general chapters by Emerton, Fisher, Fischer, Milman, Moeller, or Seth. Green, †Mullinger, Routledge, and Sandys will give a good idea as to the work of Bacon. The pages of the Syllabus should be consulted for more detailed suggestions as to the reading.

THE UNIVERSITIES OF THE MIDDLE AGES. (AFTER RASHDALL AND MINERVA.)

Studia Generalia founded by Papal or Imperial Bull (or in Spain by Royal Charter).		without Bulls.		12th Century.		13th Century.		14th Century.		15th Century.		16th Century.	
Italy.		France.		Great Britain.		Spain and Portugal.		Germania, Bohemia and the Low Countries.		Other Countries.			
? Salerno. 1158? Bologna. 1188 Reggio.*		? Paris. 1181? Montpellier 1167-8 (?) Oxford.											
1204 Vicenza.* 1215 Arezzo.* 1222 Padua.* 1228 Vercelli.* 1246 Siena.* In 1357.		Bef. 1231 Orleans. ? Angers.*		1209 Cambridge.* P. in 1318.		c. 1250 Valladolid; P. in 1346.							
1224 Naples, I. 1244-5 Curia Romana, P. 1248 Placenza, P.		1230 Toulouse; P. in 1233.				1212-14 Palencia, R. Bef. 1230 Salamanca, R. 1254 Seville, R; P. in 1260. 1290 Lisbon-Coimbra, P.							
1303 Rome, P. 1308 Perugia, P. 1318 Treviso, I. 1343 Pisa, P. 1349 Florence, P. 1361 Pavia, I. P. 1391 Ferrara, P.		1303 Avignon, P. 1332 Cahors, P. 1339 Grenoble, P. 1365 Orange, I.				1300 Lerida, R. 1349 Perpignan, P. 1359 Huesca, R.		1347-8 Prague, P., I. 1365 Vienna, P. 1379 Erfurt; P. in 1392. 1385 Heidelberg, P. 1388 Cologne, P.		1364 Cracow (Poland); P. in 1397. 1367 Fünfkirchen, (Hungary), P. 1389 Buda (Hungary), P.			
1405 Turin, P. 1444 Catania, P.		1409 Aix, P. 1422 Dole, P. 1431 Poitiers.* P. 1437 Caen, P.* P. 1441 Bordeaux, P. 1459 Valence, P. 1460 Nantes, P. 1464 Bourges, P. 1485 Besançon, P.		1413 St. Andrews, P. 1451 Glasgow, P. 1483 Palma, R. 1494 Aberdeen, P. 1489 Sigüenza, P. 1499 Alcalá, P. 1500 Valencia, P.				1402 Würzburg [1554]. 1409 Leipzig.* P. 1419 Rostock, P. 1425 Louvain, P. 1434 Treves; P. in 1473. 1428 Griefswald; * P. in 1455. 1455-8 Freiburg-im-Breisgau, P. 1459 Bâle, P. 1459 Ingolstadt; P. in 1472. Transferred in 1802 to Landshut and in 1826 to Munich. 1476 Mainz. 1476-7 Tübingen.		1465-7 Pozsony or Pressburg (Hungary), P. 1477 Upsala (Sweden), P. 1477 Copenhagen (Denmark), P.			
1540 Macerata. 1548 Messina. (Stelly). 1566 Sassari. 1566 Cagliari.		1572 Nancy.		1583 Edinburgh. 1591 Dublin.		1502 Seville. 1504 Santiago. 1508 Madrid. 1531 Grenada. 1580 Oviedo.		1502 Halle-Wittenberg (Pr.); 1817 to Halle. 1506 Frankfurt (Pr.); removed to Breslau in 1811. 1527 Marburg (Pr.). 1544 Königsburg (Pr.). 1558 Jena. 1566 Olmütz (Moravia). 1567 Strassburg (Alsace). 1568 Braunsberg (Pr.). 1575 Leyden (Holland). 1576 Helmsstadt; dissolved in 1809. 1578 Altorf; afterward dissolved. 1586 Grätz (Aust.).		1531 Saraspatak (Hungary). 1537 Lausanne (Switz.). 1559 Geneva (Switz.). 1588 Kiev (Russia).			

* Founded by a migration from some other University. P. Founded by Papal Bull. I. Founded by Imperial Edict. R. Founded by Royal Charter (Spain).



XX THE RISE OF THE UNIVERSITIES.

(Barnard's Jr., XX, 737-765; Davidson, 166-174; Denifle; Dittes, 104-106; Döllinger, 1-49; Emerton, 465-476; Hamlyn, 1-38; *Lacroix, I, ch. vii; †Lacroix, 1-40; Nohle, 11-26; Stillé, 376-384; Tout, ch. xviii; also Encyclopedia Britannica, article *Universities*.)

I CAUSES CONTRIBUTING TO THE RISE OF THE UNIVERSITIES.

(Compayré 24-25; Emerton, 465-471; Laurie, 91-105.)

- 1 Work of the Church in making a commonwealth of Europe.
- 2 The growth of commerce and the increase of wealth.
- 3 Increase in the quantity of knowledge.
- 4 The Scholastic movement. (Syllabus, sect. XIX.)
- 5 The organization of municipalities, securing and developing civil freedom.
- 6 The general movement toward associations.
- 7 Rapid development of the cathedral schools. (Syllabus, p. 79.)
- 8 The growing desire for broader education, free from the influence of the Church.

II EVOLUTION OF THE FIRST UNIVERSITIES. (Barnard's Jr., IX, 49-56; Compayré, 46-69; Denifle, I, 1-29; Dittes, 104-106; Emerton, 465-471; Hamlyn, 1-38; Kaufmann, I, 344-409; Laurie, 91-105, 171-191; †Mullinger, I, 35-72; ‡Mullinger, ch. 1; Rashdall, I, 4-19, II, Pt. 1, 1-7; Schmid, II, Pt. 1, 339-425.)

- 1 Long local evolution usually preceded the university constitution. (See table of dates of foundation, p. 108.)
 - a Work of Abelard at Paris. (Compayré, 3-24; Newman, I, 192-202; Rashdall, I, 25-68.)
 - b Work of Constantine at Salerno. (Laurie, 106-123; Rashdall, I, 75-86.)
 - c Development began with specialization. (Sandys, 582-584.)
 - 1) Salerno; Bologna; Paris.
 - d Evolution of the *studium publicum* or *studium generale* out of the cathedral or monastery schools. (Barnard's Jr., IX, 45-56.)
- 2 The technical date of foundation.
 - a How founded. When founded. By whom chartered. (See table, p. 108.)
 - 1) Foundation charter of University of Heidelberg [1385]. (Henderson, 262-267.)

2) Foundation Bull of the University of Ingolstadt [1459].
(*Barnard, Ap. I, pp. 157-158.)

3) Emperor's charter to the University of Halle [1693].
(*Barnard, Ap. XI, pp. 192-197.)

b By whom protected.

c Some universities grew without foundation or charter.

d No uniform plan for foundation until the fifteenth century.

3 The university mothers:—Bologna, Paris, Oxford, Salamanca, and Prague.

III SALERNO. (Laurie, 106-123; Rashdall, I, 75-86.)

1 Constantine of Carthage lectured there [c. 1080].

a Students from many countries of Europe.

b Licenses to practice medicine granted in 1137.



BAS-RELIEF AT UNIVERSITY OF PAVIA

Representing a Professor lecturing [1495]. (From Lacroix, *L'école et la science jusqu'à la renaissance*, p. 69.)

IV BOLOGNA [1158?]. (Barnard's Jr., XX, 183-204, XXII, 275-308; Compayré, 56-57; Denifle, I, 40-64, 132-218, 745-762; Hamlyn, 38-48; Kaufmann, I, 167-183; Kirkpatrick, 113-137; Laurie, 124-140; †Mullinger, I, 73-74; Sandys, 582-584.)

1 Early schools of law.

2 Irnerius, Professor of Civil Law [1070-1138]. (Rashdall, I, 89-127.)

3 Canon Law added in 1150. (Rashdall, I, 128-143.)

4 Number of students by 1200.

5 Schools of Art and Medicine established in 1316, and Theology in 1360. (Rashdall, I, 233-253.)

6 The place of Bologna in the history of culture. (Rashdall, I, 254-268.)

V PARIS [bef. 1200]. (Barnard's Jr., XXII, 309-322, XXIV, 745-776; Budinszky; Compayré, 287-306; Denifle, 40-132, 745-762; Desmazes; Douarche; Drane, II, ch. i; Fournier; Hamlyn, 48-60; *Jourdain; Kaufmann, I, 246-261; *Lacroix, I, ch. vii; †Lacroix, 1-60; Laurie, 141-171; Luchaire; †Mullinger, I, 74-80; Thurot.)

1 An outgrowth of the cathedral school. (Rashdall, I, 271-296.)

a Early teachers:—William of Champeaux, and Abelard.

b A *studium generale* by 1140.

2 Gradual emergence into a recognized legal corps.



A LECTURE ON CIVIL LAW BY GUILLAUME BENEDICTI.

(After a 16th Century wood engraving, now in the National Library, Paris, Cabinet of Designs.)

3 Legal battle for rights and privileges [1210-1249]. (Delègue; Rashdall, I, 300-321.)

4 The struggle leading to internal organization. (Rashdall, I, 322-334, 393-425.)

5 The place of the University of Paris in European history. (Rashdall, I, 518-558.)

- a Its political influence and importance.
- b Its influence in theology.
- c Its defence of the secular clergy against the Mendicants. (Rashdall, I, 345-390.)
- d Its position in the history of education.
- 6 Popularity of the University in the Middle Ages.

VI OXFORD AND CAMBRIDGE. (Barnard's Jr., XXII, 324-326, XXVII, 817-944; Boase; Broderick; Compayré, 57-59; Couch; Denifle, I, 237-250; Furnivall, xxvi-xli; Gladstone; *Green, ch. iii, sec. 4; †Green; Hamlyn, 60-92; Hulton; Jebb; Kaufmann, I, 308-322; Lang, chs. ii, iii; Laurie, 236-254; Little; Lyte; Montmorency, 75-94; †Mullinger, I, 131-146; Rashdall, II, Pt. 2, 519-577; Schmid, III, Pt. 1, 256-328; Stedman, 1-26; Traill, I, 332-343, 429-440, II, 61-74, 231-239, 504-507; *Wordsworth; †Wordsworth.)

- 1 Origin and early development of Oxford. (*Burrows, ch. ii; Drane, II, ch. iv; †Green; Hoyt, 960-972; Lyte; Newman, I, 315-335; Parker.)

- a The King Alfred myth.

- 2 Constitutional development of Oxford. (Hoyt, 972-974; Lyte; Rashdall, II, Pt. 2, 361-387.)

- 3 The place of Oxford in mediæval thought. (Drane, II, ch. xi; Hoyt, 976-978; Lyte; Rashdall, II, Pt. 2, 518-542; Stedman, 1-26.)

- 4 The colleges at Oxford. (Azarias, 110-167; Clark, A.; Corbin, Pt. iv; Hoyt, 974-976; Lyte; Newman, I, 213-239; Rashdall, II, Pt. 2, 465-517.)

- a Early history of the colleges.

- b Gradual evolution of the colleges at the expense of the University. (Corbin, Pt. IV.)

- 5 The University of Cambridge. (Ball, ch. xi; Barnard's Jr., XXVIII, 369-448; *Clark, J. W.; †Clark, J. W., I, i-xci; *Cooper; Denifle, I, 867-875; Dyer, I; Jessopp, ch. vi; Mayor; †Mullinger, I, II; †Mullinger; Rashdall, II, Pt. 2, 543-577.)

- a Founded by a migration from Oxford [1209].

- b Its early history and development.

- 1) The mediæval period.

- 2) The transition period, 1535-1570.

- 3) The Elizabethan Statutes of 1570.

- 4) From 1570 to 1858.

- c The colleges at Cambridge. (†Cooper.)

- 6 Value of the two Universities to England and English life.

VII SALAMANCA [bef. 1230]. (Barnard's Jr., XXII, 322-326, XXIII, 642, XXIV, 777-782, XXVII, 159; Compayré, 59-61; Denifle, I, 478-494; Rashdall, II, Pt. 1, 69-83.)

- 1 Foundation and organization.
- 2 Position in the history of Spanish universities.

VIII PRAGUE [1347-8]. (*Barnard, 11-21, 32-37, and appendix; Barnard's Jr., VI, 9-66; Denifle, I, 582-603; Fick; Hamlyn, 92-130; Kämmer, 97-120; Kaufmann, II, 1-45; Laurie, 255-267; *Paulsen, I, 25-36, 74-146; †Paulsen; Rashdall, II, Pt. 1, 211-232; Rep. U. S. Com. Educ., 1891-1892, I, 247-368.)

- 1 Prague the starting point of the German university system.
- 2 Influence of the University of Paris in its organization.
- 3 Students and instruction.
- 4 Secessions and migrations, resulting in the founding of other German universities.
- 5 The Renaissance and the German Universities. (Syllabus, p. 131.)
- 6 The Protestant Reformation and the German Universities. (*Paulsen, I, 209-268.)



HEINRICUS DE ALLEMAGNI READING ETHICS TO HIS STUDENTS.

(From the manuscript, *Septem libri ethices fratris Heinrichi de Allemania sacra theologie professoris* [1310]. The original of this picture is in the Kgl. Kupferstichkabinet, Berlin. After Fick, *Auf Deutschlands hohen Schulen*, p. 7.)

IX INTERNAL ORGANIZATION OF THE EARLY UNIVERSITIES.

(Dyer, I: Rashdall, I, 393-425, II, Pt. 2, 388-417; Williams, ch. v.)

- 1 Privileges of the early universities. (Compayré, 73-95; Laurie, 199-203.)
 - a Extent to which these contributed to their prosperity.
 - b University Court.
 - c Exemptions.
- 2 The Nations and Faculties. (Compayré, 96-113; Laurie, 202-213; Schmid, II, Pt. 1, 496-548.)
 - a Nations in the University of Paris.
 - b Nations in other Universities.
 - c The four traditional Faculties.
- 3 Government of the Universities. (Compayré, 114-138.)
 - a Democratic character of.
 - b The Chancellor, Rector, and other officers.
- 4 The College system.
 - a Oxford and Cambridge as types. (See Syllabus, p. 113.)
- 5 Graduation and degrees. (Compayré, 139-163; Laurie, 214-255, 274-286; Rashdall, I, 21-22, 206-232.)
 - a Origin of graduation and degrees.
 - b The three degrees and their significance in the different universities.
 - 1) The Bachelor.
 - 2) The Licentiate.
 - 3) The Master, or Doctor.
 - c Promotions and graduations.

X FACULTIES; STUDIES; METHODS OF INSTRUCTION. (Ball, ch. viii, for mathematics at Cambridge; Faculties in German Universities, *Barnard, 21-29; Furnivall, pp. xxvi-xli; Germain, for Medicine at Montpellier; Günther, for Mathematics; Kaufmann, see contents; †Lacroix, chs. i-v; Laurie, 268-274; Lyte, 195-237; Studies at Guyenne [1583], Massebieau; †Mullinger, I, 345-366, II, 402-404, 414-429; Medicine, Arts, and Theology at Bologna, Rashdall, I, 233-253; Faculties and Studies at Paris, Rashdall, I, 426-477; Faculties and Studies at Oxford, Rashdall, II, Pt. 2, 440-464; Schmid, II, Pt. 1, 425-495; Steele, for Science; Thurot, for instruction at Paris; Williams, ch. vi; †Wordsworth, for 18th Century English.)

- 1 The Faculty of Theology. (Compayré, 199-213.)
 - a Position among the faculties.

- b The faculty at Paris a model.
 - c Books and methods of instruction.
- 2 The Faculty of Arts. (Compayré, 167-198.)
 - a List of lectures in Prague [1366]; Erfurt [1449]; Ingolstadt [1472]; and Vienna [1389]. (*Barnard, Ap. II, pp. 159-160.)
 - b The instruction given.
 - c Books used.
 - d Degrees granted.
- 3 The Faculty of Civil and Canon Law. (Barnard's Jr., XXII, 327-330; Compayré 214-239; Hallam, II, 598-602; Péries; Savigny.)
 - a Popularity of the study of Law in the Middle Ages.
 - b Nature and method of instruction.
 - c Dignity of the profession. (Forsyth, 222-227.)
- 4 The Faculty of Medicine. (Compayré, 240-259; Germain; Steele.)



A LECTURE AT THE COLLEGE OF NAVARRE.

(After an illustration in *La Mer des Hystoires*, printed at Paris by Pierre le Rouge, in 1487. Reproduced from Claudin's *Histoire de l'imprimerie en France*, I, p. 464.)

The students are seated in rows, while beneath the professor is seated the mace-bearer of the University, holding upright his symbol of authority.

Lyte, ch. viii; †Mullinger, I, 328-345, II, 372-401; Munro; at Paris, Péries; Rashdall, I, 210-221, II, Pt. 2, 581-712; Schmid, II, Pt. 1, 496-548; Williams, ch. vi.)

- 1 Relations between students and teachers.
- 2 Dependence of teachers upon student fees.
- 3 Previous education of a university student.
- 4 University discipline.
- 5 Number of students.
- 6 Initiations of new students: students' guilds. (Sheldon, ch. 1, sects. 1-3.)
- 7 Students' dress; standard of living; amusements.
- 8 Turbulence and licentiousness of university life.

XII INFLUENCE OF THE EARLY UNIVERSITIES. (Compayré, 287-304; Laurie, 236-293; Rashdall, I, 254-270, for Bologna; I, 515-558, for Paris; II, Pt. 2, 518-542, for Oxford.)

- 1 The Universities as a public force.
 - a Effects of their privileges.
- 2 Intervention in church and state affairs.
 - a Examples of political interference on the part of the University of Paris. (Compayré, 290-293; Rashdall, I, 518-521.)
- 3 National character and bold independence.
 - a Stood for freedom in an age of oppression.
- 4 Effect of the interchange of students.
- 5 Only slowly reached the masses.
 - a Busy preparing leaders.

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12 Suggestions as to Reading.

Of the General Histories of the Universities mentioned in group 1, Rashdall is the standard work and is always worth consulting. Laurie and Compayré are the best of the shorter histories. Laurie is a useful short book, despite a number of minor inaccuracies. Compayré is better on the organization and internal life of the Universities. Hamlyn, a prize essay of a quarter of a century ago, is a readable and useful summary. The short summary in the *Enc. Brit.* is very good. Denifle is a great work, though never completed beyond 1400 and somewhat marred by polemic zeal. It is especially valuable on the origin of the universities. The extracts from Savigny's great work, as contained in Barnard, relate chiefly to the Italian universities. Schmid contains a long and detailed sketch of the development of the universities and their internal organization, with a good bibliography.

Of the Authorities in group 2, containing short general articles, none are of any special value except as they may relate to particular points. The articles in Lacroix are well illustrated; Jebb is a good but very general sketch; Tout deals with the Mendicants and Scholastics in the early universities; Williams has a fair general article; Traill contains numerous short citations on English university life; and Drane is general on early Oxford and Paris. With a few exceptions, better information on the same points will be found in Compayré, or Laurie, or Rashdall than in the references of this group.

Of the Authorities in group 3, relating to instruction, libraries, and student life, all will be found useful. Azarias contains a review of Denifle's work, reprinted from the *Am. Cath. Q. Rev.*, and dealing largely with mediæval university life, and a chapter on the development of the colleges. *Burrows describes Oxford in the twelfth century, and reproduces a catalogue of Groeyn's books. †Burrows contains a catalogue of Wykeham's books at New College. ‡Clark is a very interesting short general lecture on mediæval libraries, while §Clark is a valuable and a magnificently illustrated history of libraries in all times. Fletcher contains a catalogue of the Oriel College library in the fourteenth century. Germain and Günther are good on single points. Henderson reproduces the foundation charter of Heidelberg, and Munro is a valuable short collection of sources relating to instruction, privileges, and student life. Sheldon contains a good chapter on student life. Lagrange relates chiefly to the pranks of the medical students. Steele is a valuable reprint of an encyclopedia of Bartholemew Anglicus [13th C.], and is an exposition of the best that was taught in medicine and science.

The General Works in group 4 contain chapters so short as to be of but minor value. Emerton is a fair general outline of the main facts; Green has a few good pages on the stand of Oxford against Church feudalism; Newman deals with mediæval Oxford and the relation of the colleges to the university; and Nohle is a general outline of German university history.

For group 5, Barnard will be found most useful of the special reference, though Rashdall is a better reference for the Italian universities than any one of the group. Sandys has a few pages which are good on the early specialization at Bologna. Reynier takes Salamanca at the close of the sixteenth century as a type.

The few references in group 6 on the University of Paris have been selected from the many works on the subject, but they will be of value only to the special student. The English reading student will find Rashdall best for his purposes, and after that Compayré. Budinsky is a good work, and well written. Denifle and Chatelain consists of four quarto volumes of sources in the original Latin. Fournier consists of four volumes of sources on the history of the French universities during the Middle Ages. Two-thirds of *Jourdain is a historical sketch and the remainder is illustra-

tive documents, while †Jourdain is a chronological index to the historical documents from 1200 to 1600, with an analysis (in Latin). Luchaire is a short sketch based on such authorities as Denifle, Rashdall and Thurot. Péries is a scholarly research on the students, masters, and instruction in law. Thurot gives a good description of the educational work in the developed university, but is of minor value on the origin of the university.

The Authorities in group 7 are good and contain many illustrative historical documents, but are so highly specialized as to be of little value except to the special investigator who can read French.

Of the references in group 8, relating to the University of Oxford, Lyte is the standard work, being the first critical history of the University. Brodrick is a good condensed history, especially valuable on the period after the Middle Ages. Parker is a monument to antiquarian research. Clark's history of the colleges is a particularly valuable piece of research, and is very readable. These works are all long, and the general student will probably find the section on Oxford in Rashdall better suited to his needs. The publications of the Oxford Historical Society are of first importance, though highly specialized and detailed. The popular college histories by Robinson will be useful for detailed information, though Clark contains in more condensed form almost everything that will be desired. Of the shorter and more popular sketches, Boase and Corbin are to be commended. Corbin is a delightful short sketch of Oxford history and life. Hulton is a good popular sketch of thirteenth to eighteenth century life at Oxford. Hoyt is based on secondary authorities, but appears to have been carefully written. Barnard is long, has been superseded in part by more recent works, and is not to be preferred as a reference. Montmorency sketches university conditions from the fourteenth to the seventeenth centuries. Stedman contains little of historical value.

Of the Authorities in group 9 relating to the University of Cambridge, †Mullinger is the standard history. It is readable and valuable, though very long, and in addition to being a good history of Cambridge it is a real contribution to the history of mediæval culture and learning. †Mullinger is a popular abridgment, bringing the history down to the present time. *Clark is a popular history of the University and sketch of the colleges, and would serve as a good guide book at Cambridge. †Clark is a monument to scholarly investigation, and the chapters cited on the early history of the University and on the history of the libraries, though minute in details, are very readable. *Cooper is the most detailed history of the University that has yet appeared, and contains translations of many important documents. †Cooper relates largely to the colleges, and is not so important. Jessopp is a good review of †Clark, reprinted from the *Nineteenth Century*. Dyer contains the statutes to the time of Elizabeth. The popular college histories by Robinson will probably be of less value to the student than *Clark. Ball is a good history of mathematical study at Cambridge. The two works by Wordsworth contain much valuable information on the studies and life at the English universities in the eighteenth century, but with particular reference to Cambridge.

The few Authorities in group 11, on the German universities, have been selected from a large list. Of these †Paulsen is a standard work and will be the most useful. *Paulsen, another standard work, also contains good chapters. Kaufmann is the first systematic history of the German universities and is good, though so long as to be of use only to the special student. Koch is a collection of orders, laws and decrees, historically arranged. Zarneke is a collection of old Latin manuals and lectures. Raumer's history, translated in Barnard, is still of value.

The general student, beginning the subject, probably will do best to confine his attention to Rashdall, Compayré, or Laurie. Rashdall is particularly good on origins, while Compayré is very good on organization, instruction and influence. By following the citations of the pages of the Syllabus and the suggestions given above, information on special points may be obtained.

XXI THE REVIVAL OF LEARNING.

(Davidson, 175-180; Fischer, 80-120; †Hallam, II, ch. ix, pt. ii, sec. 4; Kemp, ch. xiv; Liscomb; Moeller, 523-552; Parker; Putnam, I, 317-347; Russell, 18-26; Williams, 23-45; also *Encyclopedia Britannica*, article *Renaissance*.)

A IN ITALY.

(Morley, VII, 1-20; Regener, 62-66; Schiller, 68-73; Schmid, II, Pt. 2, 5-40; *Seebohm, 68-75; *Symonds, ch. vi; †Symonds; Thatcher and Schwill, 616-633; Trench, lect. xxvi.)

I THE PERIOD OF PREPARATION. (Adams, 364-373; Allen, ch. xi; Burekhardt, I, 181-196, 247-251; Draper, II, 190-193; Field, chs. i, ii;; May, I, ch. vi; *Mullinger, 379-407; Owen, 13-95; *Paulsen, I, 7-13; Robertson, I, 1-15; Schaff, 7-12; *Seebohm, 8-20; Stillé, ch. xvi; *Symonds, ch. i; †Symonds, 51-70.)

1 The preservation of Greek literature and philosophy by the Byzantines until the nations of the West were sufficiently civilized to receive them. (Harrison; Sandys, ch. xxiii; Syllabus, p. 34.)

a The first contact of the West with the East.

b Gradual transference of scholars and MSS.

2 Events which served to prepare Europe for a revival of learning.

a New interests and new standards of judgment created.

3 The beginnings of an appreciation for a new literature in Europe.

a Minnesingers; Troubadours.

b St. Francis of Assisi.

4 Italy the first to inaugurate the new movement. Why.

a Deviation of a national genius into antiquarian channels.

5 The three phases of the Renaissance movement. (†Laurie, ch. i.)

a Literary and artistic. The rediscovery of Greek literature.

1) Before c. 1453. Chiefly Italian.

2) After c. 1453. European.

b Religious. Individual responsibility for salvation. (Syllabus, Sect. XXIII.)

c Scientific. The rediscovery of the world. (Syllabus, Sect. XXXI.)

II BEGINNINGS OF THE MOVEMENT. (Allen, ch. xi; *Barnard, 22-39; Barnard's Jr., VII, 413-432; Burekhardt, I, 261-295; Draper, II, 190-198; Field, ch. iii, and 68-85; *Hallam, I, ch. ii, see contents; †Hallam, II, ch. ix, pt. ii; †Laurie, ch. i; Painter, 120-125; Scaife, ch. v; †Symonds, chs. ii, iii; Ziegler, 41-45.)

- 1 Dante [1265-1321]. (Adams, 374; Allen, ch. x; Owen, 96-107; Sandys, 590-593; Schaff, 13-21.)
 - a His position.
- 2 Petrarch [1304-1374]. (Adams, 375-378; Drane, II, ch. v; †Hallam, II, 630-634; †Jebb, 1-16; *Mullinger, I, 379-391; Owen, 107-127; Robinson-Rolfe; Schaff, 22-26; †Symonds, 70-87.)
 - a Brought to light the monastic treasures.
 - b First to appreciate Greek.
 - c Pointed out the value of the classics as a means of higher self-culture.
 - d Called "the morning star of the Renaissance."
- 3 Boccaccio [1313-1375]. (Owen, 128-146; Scaife, 111-113; Schaff, 27-30; †Symonds, 87-98.)
 - a Equalled Petrarch in love for the classics.
 - b Had the first translation made from Greek to Latin.
- 4 Early efforts to reestablish the study of Greek. (Sandys, 5, 84.)
 - a Council of Vienna recommended the appointment of two Greek teachers in each important Italian city [1311].
 - b A Greek school opened in Rome [bef. 1314].
- 5 Emmanuel Chrysoloras, of Constantinople, invited by Florence to the Chair of Greek Letters [1396]. (*Mullinger, I, 391-396; Schaff, 50-54; †Symonds, 108-113.)
 - a Great impetus given to the study of Greek.
- 6 Ravages of the Turks about Constantinople drove many Greek scholars to the West, bringing MSS. with them, and with the fall of Constantinople [1453] many went to Italy.
- 7 Work of other scholars. Work of Florence. (Drane, II, ch. viii; *Mullinger, I, 400-403; Scaife, ch. v; Schaff, 44-54; *Seebohm, 68-75; †Symonds, ch. iv.)

III PATRONS OF THE NEW LEARNING. (*Barnard, 42-64; Barnard's Jr., VII, 435-460; Burckhardt, I, 303-322; Drane, II, ch. viii; Field, ch. iii, and 68-85; Scaife, ch. v.)

- 1 Cosimo de Medici [1389-1464]. (Schaff, 33-35; †Symonds, ch. iv.)
 - a His work in collecting and copying manuscripts.
- 2 Pope Nicholas V [Pope, 1447-1455]. (Schaff, 36-43; †Symonds, 222-230.)
 - a Founded the Vatican library and made Rome the literary center of Christendom. (Schaff, 39-43.)

IV ITALIAN HUMANISTIC EDUCATORS OF THE 14th CENTURY. (*Barnard, 39-64; *Paulsen, I, 49-74; Schiller, 68-73; Ziegler, 45-48.)

- 1 Vittorino de Feltre [1379–1446]. (Burckhardt, I, 298–300; †Jebb, 16–21; †Laurie, ch. ii; Rösler, 101–125; †Symonds, 289–298; Thurber; Woodward, 1–92.)
- a Birth and education.
 - b Padua at the time.
 - c His conception of the ideal of education.
 - d Tutor to the sons of the Prince of Gonzages.
 - 1) What the boys were taught.
 - 2) His method of instruction.



A SCHOOL.

(After an illuminated engraving in Brulefer's *Bonaventure sententiar*, printed at Venice in 1504.)

- 2 Petrus Paulus Vergerius [1349– ?]. (Rösler, 73–101; Woodward, 93–118.)
- a His treatise, *De Ingenius Moribus* [1392].
 - 1) Concerning character and its discipline.
 - 2) Concerning liberal studies and the manner of study.
 - 3) Concerning bodily exercises and the art of war.
 - 4) Concerning recreation.
 - b One of the first educators to approach the subject along the new lines, urging and defending subjects previously neglected or forbidden.
- 3 Battista Guarino [1434–1460]. (Burckhardt, I, 300–302; *Mullinger.

I, 396-398; Palgrave, 818; Rösler, 131-150; †Symonds, 298-301; Woodward, 159-178.)

a Letter on the *Order and Method of Teaching and Studying the Classical Authors* [1459].

b First to uphold and defend the claim that a knowledge of Greek and Latin is a requisite in an educated gentleman.

1) Analysis of his letter. (Woodward, 161-178.)

4 Æneas Sylvius Piccolomini [1405-1464]. Afterward Pope Pius II. (Meier, 225-298; Schaff, 55-59; *Whitecomb, 55-62; Woodward, 134-168.)

a His treatise, *De Liberorum Educatione* [1450].

1) Discipline of the body.

2) True wisdom.

3) Eloquence, grammar, and use of words.

4) The poets, historians, and orators.

5) Dialectic, Music, Geometry, and Philosophy.



A SCHOOL OF THE 15TH CENTURY.

(Reproduction of a page now in the South Kensington Museum, London. Frontispiece of John. Bap. Cantalyceius' *Epigrammatum libre*, printed at Venice, 1493.)

The master and his pupils are shown as seated and as using ordinary books. The monitor in the foreground on the left seems to be catechising the younger boy who faces him and is holding a horn-book.

V EDUCATIONAL IDEAS OF THE EARLY ITALIAN HUMANISTS.

(†Symonds, 536-546; Woodward, 179-250.)

VI RESULTS OF THE RENAISSANCE IN ITALY. (Adams, 385-391; Field, ch. ix; †Symonds, ch. ix.)

- 1 Revival of the study of Greek in the West.
- 2 Awakening to an appreciation of beauty in literature and art.
- 3 Awakening of the scientific spirit. (Liscomb.)
 - a Comparison; criticism; reconstruction.
- 4 A new craving for truth for its own sake.
- 5 A system of classical education outlined which dominated Europe for five centuries.
- 6 Dangerous educational tendencies of the movement. (†Jebb, 21-43; Quick, 1-26.)

VII THE REVIVAL OF PAGANISM IN ITALY. (Allen, ch. xi; *Barnard, 44-58; Burckhardt, I, 323-340, 351-361; Field, ch. ix; Painter, 121-123; Schaff, 93-108; †Seeböhm, 5-14; *Symonds, ch. v.)

- 1 Worship of classical literature led to the worship of classical ideas.
 - a The results of this.
 - b Italian incapacity for religious reformation.
- 2 The moral corruption of Rome and Italy.
 - a To what classes confined.
 - b Condition of the masses.
- 3 Testimony of Leo X, Luther, Savonarola, and Machiavelli.
- 4 This immoral condition awakened a spirit of religious reform.
 - a The work of Savonarola. (†Seeböhm, 71-75.)
- 5 Decay of learning in Italy with the loss of independence of the cities.

B IN THE NETHERLANDS AND GERMANY.

(*Beard, ch. iii; †Beard, ch. ii; Edgar, 38-43; †Fisher, 67-83; Francke, 139-150; Laurie; *Mullinger, I, 407-421; Paulding; †Paulsen, 38-44; Plath, §9; Regener, 66-69; Russell, 18-26; Schaff, 115-119; Scherer, I, 264-270; Schiller, 73-88; Schmid, II, Pt. 2, 50-126.)

I "THE BRETHREN OF THE COMMON LIFE" (HIERONYMIANS).

(*Barnard, 65-71; Barnard's Jr., IV, 622-628; *Beard, 45-49; Drane, II, ch. ix; Janssen, I, bk. 1, ch. iii; Kämmer, 207-231; Painter, 112-113; Schiller, 76-78; Williams, ch. vii.)

- 1 Order founded by Gerhard Groote at Deventer. [1384.]
- 2 Thomas a Kempis [1380-1472] represented the ascetic piety of the Brotherhood.
- 3 Erasmus [1467-1536] represented its broad and liberal spirit.
- 4 Work of the Order.
 - a In establishing Christianity.

- b In laying the foundation of Christian popular education.
- c In supplying teachers.
- d In preparing the way for the new Humanism.
- 5 School produced little literature.
 - a Energy spent in battle.

II EMINENT TEACHERS IN THE NETHERLANDS PRIOR TO 1500.

(Drane, II, ch. ix; Janssen, I, bk. 1, ch. iii; Schiller, 78-83, 88-91; Williams, 28-30.)

- 1 John Wessel [1420-1489]. (*Barnard, 72-74; Barnard's Jr., IV, 714-728.)
 - a Studied in Italy. [1470.]
 - b Learned in Greek and Hebrew.
 - c Greatly enlarged the circle of studies of the early Hieronymians.
- 2 Rudolph Agricola [1443-1485]. (*Barnard, 75-89; Barnard's Jr., IV, 717-723; Ihm; Painter, 125-128; Ziegler, 49-52.)
 - a Studied at Louvain, Paris, and Ferrara [1476].
 - b Services in great demand.
 - c Largely instrumental in introducing the classical learning of Italy into Germany.
 - d Advised a study of the science contained in the works of Theophrastus, Aristotle, and Galen.
 - e Description of a school.
- 3 Alexander Hegius [1420-1498]. (*Barnard, 81-84; Barnard's Jr., IV, 723-726; Paulding.)
 - a For thirty years master of the Gymnasium at Deventer.
 - 1) Particularly noted for his distinguished pupils.
 - b Devoted to the classics, particularly Greek, and to the study of the Bible.
 - c School life in the fifteenth century at Deventer.
 - 1) The autobiography of Thomas Platter. (*Barnard, 113-125; Barnard's Jr., V, 79-90; †Whitecomb; ‡Whitecomb; Williams, ch. vii.)
- 4 John Reuchlin [1455-1522]. (*Barnard, 101-112; Barnard's Jr., V, 65-78; *Beard, 84-88; Froude, 181-183; Painter, 128-131; *Paulsen, I, 49-74; Schaff, 120-127; Ziegler, 55-58.)
 - a His studies and work as a professor at Basel and Tübingen.
 - b Published a Hebrew grammar in 1506.
 - 1) The father of modern Hebrew study.
 - c The Schlettstadt school. (Kämmel, 232-249.)

- d His work in the revival of the classical learning in Germany.
- e Melancthon his adopted son and pupil.

III THE EDUCATIONAL WORK OF ERASMUS. [1467-1536.]

- (*Beard, 88-100; Caird, 56-88; Compayré, 86-91; Drummond, particularly I, ch. 1; Emerton; *Fisher, 276-286; Francke, 139-150; Froude; Green, 305-314; *Jebb; Kämmel, 327-361; *Mullinger, I, 487-507, 523-524; Norcross; Painter, 131-135; *Paulsen, I, 49-74; Reichling, 1-41; Schaff, 128-132; Schiller, 83-88; †Seebohm; Trench, 397-400; Watson, 1901, 866-874; Williams, 56-65; Ziegler, 53-55.)
- 1 Pupil of Hegius. Studied at Oxford and Paris.
 - a His attainments in Greek and Latin.
 - b Taught Greek at Oxford [1506]. (*Hazlitt, ch. xvii.)
- 2 Contributed to the Reformation by his writings, and by his Greek edition of the New Testament. (Emerton, 200-205; Francke, 142-146; Froude, 120-128; Schaff, 128-132.)
- 3 Labored to introduce true classical culture.
 - a His *Praise of Folly* [1511]. (Emerton, 158-178; Erasmus; Froude, lect. viii; *Seebohm, 85-86; Watson, 1901, 872-873.)
 - b His *Ciceronian*. (*Barnard, 87-100; Barnard's Jr., IV, 729-740.)
- 4 Importance attached to primary education. (Becher.)
 - a Education of girls.
- 5 His text-books and treatises on education. (*Hazlitt, ch. vii; †Laurie, 55-57.)
 - a *On the First Liberal Education of Children*. (Israel, pt. 2; Reichling, 46-101; Watson, 1901, 873-874.)
 - b *On the Order of Study*. (Israel, pt. 2; Reichling, 102-126.)
 - 1) Place given to history, geography, and science.

IV RESULTS OF THE INTRODUCTION OF HUMANISM INTO GERMANY. (*Beard, ch. iii; Janssen, I, bk. 1, ch. iv; Kämmel, 250-326; Laurie; Ziegler, 55-61.)

- 1 New learning vigorously opposed by the monastic orders and by the scholastics, who controlled the universities.
 - a The universities reformed. Scholasticism overthrown. (Ziegler, 58-61.)
 - 1) These, particularly Heidelberg and Tübingen, became centers for the teaching of Latin, Greek, and Hebrew. (Hamlyn, 92-130; †Laurie, ch. iv; *Paulsen, I, 74-146; †Paulsen, 38-40; Ziegler, 58-61.)

- 2 A desire for better and more general education awakened.
 - a The city of Nuremberg as a type. (Nohle, 18-26, 29; *Paulsen, I, 146-170; Russell, 25-26.)
- 3 Effect on the religious convictions of the German people.
- 4 Work in preparing the way for the Reformation. (Field, ch. ix; Ziegler, 61-63.)



A FIFTEENTH CENTURY SCHOOLMASTER.

(Reproduced from a wood-cut on the title-page of an edition of Boethius' *De disciplina scholarium cum notabile commento*, printed by Henricus Quentell, at Cologne, in 1498, and now in the possession of Dr. Ewald Flügel, of Stanford University.)

C IN ENGLAND.

(Drane, II, ch. xi; Palgrave; Schmid, II, Pt. 2, 135-138.)

I INTRODUCTION INTO ENGLAND. (Broderick, 70-74; Creighton; Field, 57-63; Gasquet, ch. ii; †Hazlitt, IV, sec. 36; Lyte, 381-395; *Mullinger, I, 477-487; †Mullinger, ch. iv; Traill, II, 504-507.)

- 1 Between 1450 and 1500 several Oxford students studied in Italy.
 - a Work of the pioneers. (Burrows, ch. v; Einstein, ch. i; Morley, VII, 20-40; Palgrave.)
 - 1) Linacre [c. 1487].
 - 2) Grocyn [1491].
 - 3) John Colet, an Oxford M.A., spent the years 1493-1496 in Italy. (†Seebohm, 14-23.)
 - a) Came under the influence of Savonarola.
 - 1) The result.
 - b) His lectures on St. Paul's Epistles [1496-1497]. Lupton, chs. v, vi.)
 - 2 Colet joined in the work of reform by Erasmus and More. The three labored for free thought, tolerance, education, and a reformed religion. (Barnard's Jr., XVI, 657-666; Field, 57-63; Gasquet, ch. ix; Green, 314-320; Lyte, 391-395; *Seebohm, 76-96; †Seebohm; Watson, 1902, 503-508.)
 - a More's *Utopia* illustrative of advanced thought on political and social questions.
 - b More's *Letters on the Education of Children* illustrative of advanced educational thought. (Barnard's Jr., XXIII, 369-376.)
 - c The Statutes of Corpus Christi College, Oxford [1517], as evidence of the hold the New Learning had secured at the University. (Lyte, 407-414; *Mullinger, I, 521-523; Palgrave, 824-825.)
 - 3 Sir Thomas Elyot's *Governour* [1531] as expressive of the full force of the Renaissance. (Barnard's Jr., XVI, 483-496; Croft; †Laurie, ch. v; Watson, 1901, 874-880.)

II JOHN COLET [1466-1519]. (Adams, 381-382; Barnard's Jr., XVI, 657-666; Green, 304-313; Lupton, chs. iv-vi; Palgrave, 822-824; *Seebohm, 78-88.)

- 1 Inaugurated a new form of teaching and study which revolutionized the work of the University.
 - a His students a power throughout Europe.
- 2 Made Dean of St. Paul's in 1500.

- 3 Founded St. Paul's School in 1510. (Barnard's Jr., XVI, 667-668, 54; *Seebohm, 86-88; †Seebohm, 138-153; Syllabus, sect. XXIX.)
 - a Lily appointed Master [1511].
 - 1) His *Latin Grammar*. (Watson, 1902, 490-492.)
 - b Nature of the instruction and discipline.
 - c Malice of men of the old schools.
 - d Erasmus, Linacre, and Colet wrote school-books for the pupils. (Barnard's Jr., XVI, 667-682.)

III RESULTS OF THE MOVEMENT IN ENGLAND. (Edgar, ch. xiii; †Jebb, 21-43.)

- 1 Inaugurated religious and political reforms and prepared the way for the Reformation. (Syllabus, sect. XXIII.)
- 2 Started a movement in favor of better schools. (Syllabus, sect. XXIX.)
- 3 Crushed Scholasticism and reformed the universities.
- 4 Movement checked by religious wars following the Reformation.
- 5 The productive period in English literature which followed the coming of peace and prosperity.

D THE REVIVAL OF LEARNING AS INFLUENCED BY:—

I THE INVENTION OF PRINTING. (*Beard, 53-54; Blades, ch. iv; *Cajori, 138-139; †Cajori, 21-27; Draper, II, 198-205; Duff, chs. i, ii; Duruy, ch. xxxiii; *Hallam, I, ch. iii; Lacroix, 471-520; Putnam, I, 348-402; Schaff, 109-114; Stillé, ch. xvi; †Symonds, 127-131, 368-391; Traill, 527-529.)

- 1 Linen paper began to be made from rags about the beginning of the fourteenth century. (*Hallam, I, ch. 1, 55-60; Lacroix, 413-422.)
- 2 Dates connected with the invention of printing.
 - 1423 Coster of Harlem made the first engraved page.
 - 1438 Gutenberg of Mentz invented movable types.
 - 1450 Schoeffer and Faust cast first metal type.
 - 1455 Bible printed by Gutenberg and Faust at Mentz. First complete book printed.
 - 1462 Mentz pillaged by Adolph of Nassau and its printers scattered over Europe.
- 3 Spread of printing in Germany. (Duff, ch. iii; Janssen, I, 9-24.)
- 4 Introduction of printing into Italy:—Sabine Mountains [1465]; Florence [1471]. Venice became the center of the book trade.
 - 1) Great work of the Aldine press. (*Barnard, 42-44; Draper, II, 199-200; Oliphant, 393-410; Putnam, I, 401-439; †Symonds, 368-391; Traill, II, 529-530.)

- 5 Introduction of printing into other countries:—France [1469]; Switzerland [1470]; Holland and Belgium [1473]; Spain [1474]; England [between 1474 and 1477]. (Duff, chs. iii–v.)
 - a Work of Caxton in England. (Blades, chs. v–vii; Duff, ch. viii; Green, 295–298; Morley, VI, ch. xiv; Putnam, II, 101–133; Traill, II, 531–537; Whittemore.)
- 6 Effects of the invention of printing upon education. (Draper, II, 200–204.)



BOOKCASE AND DESK IN THE MEDICEAN LIBRARY AT FLORENCE.

(From a photograph. Clark, *Architectural History of Cambridge*, III, 427. Reproduced by permission.)

This library was designed by Michael Angelo, and its construction was begun in 1525. The book-cases are of about this date.

II GEOGRAPHICAL DISCOVERY. (Fischer, 121–125; Keane; Traill, II, 347–360.)

- 1 Growth of commerce after the Crusades. (Syllabus, p. 98.)
- 2 Travels of Marco Polo [1236–1324] and Sir John Mandeville [1300–1372]. They described the Orient.
- 3 Compass perfected in Naples and used by Italians by the 14th century.
- 4 Important discoveries:—

- 1402 Canary Islands.
- 1419 Madeira Islands.
- 1460 Cape Verde Islands.
- 1487 Cape of Good Hope rounded; sea route to India.
- 1492 Columbus discovered the New World.
- 1497 John Cabot explored the coast of North America.
- 1507 Waldenseemüller published his *Introduction to Geography*, describing the known world and the travels of Americo Vespucci. This work widely read.
- 1519-1521 Magellan circumnavigated the globe.

III THE RISE OF THE MODERN NATIONS. (Duruy, pp. 332-338, ch. xxxiii; *Seeböhm, 22-56; Stillé, ch. xvi; *Symonds, ch. xiii.)

- 1 Formation of national languages and literatures.
- 2 Growing internal unity of the nations.
- 3 Increase of wealth, merchants, bankers, scholars, and leisure classes.

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6 Suggestions as to Reading.

Of the Authorities relating to the Revival in Italy, Burckhardt, Owen, Schaff, and the two works by Symonds give detailed accounts of the Italian movement as a whole. Burckhardt is an old German authority, written in a very careful manner, but lacking the charm of style which characterizes the works of Symonds. Owen deals with the period of preparation and the place of Dante, Petrarch, and Boccaccio. Schaff contains a good account. †Symonds is a classic work, though long. Scaife contains one good general chapter on the intellectual life of the period. Robinson & Rolfe is an excellent work, being chiefly a translation of the letters of Petrarch, with elucidations. Woodward is a very valuable collection of the educational writings of the early Italian humanists, with a good life of da Feltre and a good summary. Whitcomb reproduces the treatise of Aeneas Sylvius; Thurber is an excellent summary of the work of da Feltre; Allen has a good chapter on the pagan

revival; †Laurie is a good work, containing good short articles; and Liscomb is a very readable account of the preservation and recovery of the old authors.

Of the Authorities in group 2a, Barnard reproduces a number of good chapters from von Raumer on the early teachers and humanists. These are also to be found in *Barnard. *Beard contains an excellent chapter on the Renaissance in Germany and its effect. †Beard is also very good on the revival in Italy and Germany. Hamlyn contains a good chapter on the Renaissance and the universities of Germany. Ihm contains a short life, and a reproduction of some of Agricola's writings. Janssen, a standard German Catholic work, contains a brilliant picture of the work of the Brethren of the Common Life and the centers of learning on the introduction of the New Learning. The two citations to Laurie are well worth reading. Kaemmel is a strongly anti-Catholic work, which covers the German period at some length. *Paulsen is a standard work, and contains a good chapter on the time of the German humanists, their ideals and their reforms. †Whitcomb contains selections from, and ‡Whitcomb reproduces entire an Autobiography which is a valuable commentary on fifteenth century school life.

Of the works relating to Erasmus, in group 2b, Drummond is a valuable life, and contains many interesting sketches of the state of education during the childhood and life of Erasmus. Erasmus' *Praise of Folly*, with Holbein's illustrations, is a useful translation. Emerton is a very good popular life, though having little reference to Erasmus' educational work. *Jebb is a valuable and very readable lecture. Froude's *Life and Letters* is a book possessing great charm, and is of much value. Norcross is a good general sketch. Becher is a recent Doctor's Dissertation; Compayré is so short as to be of but minor value; and Israel and Reichling are reprints of Erasmus' writings on the education of children. Watson contains some good notes.

Of the General Works, under group 2c, Francke, Painter, Scherer, and Williams contain short general chapters of value to the general student. Plath is of value only for practice in reading German. The others refer to particular points, indicated in the pages of the Syllabus.

Of the Authorities in group 3, on the Revival in England, Creighton is one of the best short general sketches. Gasquet and †Hazlitt also contain good general sketches. *Hazlitt has a good but short chapter on Erasmus, Colet, and St. Paul's School. Lupton is the standard life of Colet, and contains much material of particular value to the student of educational history. †Seeböhm is another very valuable work. Burrows has a good chapter on Grocyn, and Morley has a chapter on Linaere, Grocyn, and the introduction of the new humanism into England. Palgrave is a review of Lyte. Lyte contains but a few pages bearing on the subject, though these are good. The two works by Mullinger are standard histories, and are cited for their descriptions of the Renaissance at Cambridge. Barnard's articles are quite valuable. Broderick is so brief as to be unsatisfactory. Croft is a valuable reprint. The notes by Watson are of much value, as they represent much patient searching of old books.

The references in group 4 all refer to particular points, as indicated in the pages of the Syllabus. Duff is a good account of the invention and spread of printing. Morley relates to the work of Caxton, and Oliphant to the work of the Aldines. Keane is a readable and a valuable short history of geographical discovery, and contains excellent reproductions of mediæval maps. Putnam is a standard history of bookmaking.

Of the references in group 5, which are general on the whole movement, Field is one of the best. Fischer, †Jebb, †Laurie, and Moeller contain good general outlines. Adams contains an excellent chapter. May contains a good summary of the causes of the Renaissance. The *Enc. Brit.* article is a good summary of the literary aspect of the movement. Draper contains a good short sketch of certain phases. Schmid contains a detailed sketch by countries, with good bibliographies.

Of the General Works, in group 5b, †Fisher, Kemp, Schiller, *Seeböhm, and Williams probably contain the most satisfactory chapters. Stillé is good on the influences.

The general student, beginning the study, and desiring a brief outline of the movement, would do well to read Adams, †Laurie, *Jebb for Erasmus, Creighton, †Jebb, and the citations in Field, and then supplement by such other short references as may be needed to fill out the outline. The pages of the Syllabus should be consulted for more detailed suggestions as to reading.

XXII SCHOOLS BEFORE THE REFORMATION.

(Adams, 1-13; Barnard's Jr., XVII, 508-509, for list of higher schools; Capes, ch. xvi; Dittes, 99-104; Field, chs. ii-v; Heppe, 1-42; Just; Lacroix, 61-110; Leach; Lorenz; Mackintosh, I, ch. xii; Plath, §9; Schaff; Schmitz; Schwickerath, 21-56; Timbs, 1-20; Ziegler, 19-40.)

I SCHOOLS WHOLLY OR IN PART UNDER CHURCH CONTROL.

(Capes, ch. xvi; Gasquet, ch. vi; Hazlitt, ch. i; Janssen, I, bk. 1, ch. ii; Just; Lorenz; Montmorency, chs. i, ii.)

- 1 The Cathedral, or Episcopal schools. (Allain; Azarias; Furnivall, xlii; Leach, 7-11; Specht, 172-191.)



A MEDIÆVAL SCHOOL.

(After an old wood engraving, now in the Library of Magdalen College, Oxford, and printed on the title page of an edition of John Anwykyll's *Compendium Grammaticæ* published in London at the beginning of the 16th Century.)

- a Delegation of instruction. (Cutts, 222-231.)
 - 1) Order of *licentia docendi*. (Traill, I, 337-339.)
- b What was taught in these parochial schools.
 - 1) Object of instruction.
 - 2) Exceptions, particularly in Germany and England.

- c Rapid development of parochial schools in France during the later Middle Ages. (Allain, chs. ii, iii; Azarias; Ravelet, bk. I, ch. ii.)
- d The Collegiate Church Grammar Schools of England. (Leach, 11-15, 20-24.)



A SCHOOL OF MENDICANT MONKS.

(After a miniature of MS. No. 21252 in the Burgundy Library, Brussels. The miniature dates from the early 15th Century.)

- 2 Monastery or Cloister Schools. (Allain; Azarias; Furnivall, xli-lij; Gasquet, ch. viii; Leach, 15-19; Specht, 150-171.)
 - a Nature and object of instruction.

- b Decreasing importance of in the later Middle Ages.
- 3 Hospitals and Chantry Schools. (Leach, 25-33, 47-55.)
 - a Establishment and evolution.



A SCHOOL.

(After a wood-cut in *De Heteroclytis Nominibus*, London, 1521. From Dibdin's *Typographical Antiquities*, I, p. 306.)

- b Nature of each.
- c Instruction given in each.
- 4 Song Schools and Elementary Schools. (Leach, 95-97.)
 - a Nature of the instruction in these.



A SCHOOL, A. D. 1338-1344.

(After MS. *Bodl. Misc.*, No. 264.)

(From Green's *Shorter History of the English People*, Illd. Ed. Harper & Bros., N. Y. Reproduced by permission of the publishers.)

- II INDEPENDENT OR SECULAR SCHOOLS. (Just; Lorenz; Müller.)
 - 1 Chivalric education. (Syllabus, p. 98.)
 - a Worldly influence of such training.
 - b Female education among the nobility.
 - c Education in a noble's house a development. (Furnivall, iv-xxvi.)

- 2 Guild Schools. (Fischer, ch. viii; Leach, 34-47; Wright, 349-352.)
 - a Variety of guilds, secular and religious.
 - b Merchants' Guild schools. Drapers' Guild schools, etc.
 - c Instruction in these.
- 3 Burgh, or city schools. (Fischer, ch. i; Grant, 25-44; Koldewey, I, pp. xv-xlvi, II, pp. iii-xli; Lorenz, 52-69; Müller; Plath, 52-55; Regener, 43-51; Russell, 24-26; Syllabus, p. 99; Wright, 347-357.)
 - a Gradual emancipation from church influence. (Grant, 25-44.)
 - b Courses of study became more and more practical.
 - 1) Introduction of modern subjects.
 - c Great development of city schools at Florence by 1338. (Scaife, 104-105.)
 - d Burgh Schools of Scotland [1400-1500]. (Edgar, 107-124; Grant, 25-44.)
 - 1) Inner life of a Burgh school. (Edgar, 122-124; Grant, 45-75.)
- 4 Private Schools and teachers. (Specht, 67-80; Traill, II, 422-425.)
 - a Private Grammar Schools opened by scholars in a number of cities. (Allen.)
 - b Private tutors commonly employed by the better classes. (Furnivall, iv-xxvi; Hazlitt, ch. i.)



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A SCHOOL: A LESSON IN GRAMMAR.

(After a wood-cut printed by Caxton in *The Mirror of the World*, 1481 (?). From *Blades' Life and Typography of William Caxton*, II, plate LVI.)

- c Song schools and elementary schools. (Leach, 95-97.)
- d Dame schools. (Edgar, 119-121.)
- e The Bacchantes and the A. B. C. Shooters. (*Barnard, 125-130; Barnard's Jr., V, 603-608; Plath, 55-57.)
 - 1) Platter's Autobiography. (*Barnard, 113-124; Barnard's Jr., V, 79-90; Plath, 57-60; Whitcomb.)
- 5 Endowed Grammar Schools. (Furnivall, lii-lxii; Specht, 172-191; Traill, I, 337-339, 474-475, II, 422-425.)
 - a Some early English Grammar Schools. (Furnivall, lii-lxii; Leach, 321-327.)
 - b What was taught in these schools. (Leach, 103-108.)
 - c By whom attended. (Leach, 108-110.)
 - d Purpose of instruction.
 - e The new type of Endowed Grammar Schools which began with the foundation of Winchester School. (Syllabus, sect. XXIX.)

III PICTURES OF POPULAR EDUCATION.

- 1 In England. (Browne, II, 164-171; Capes, ch. xvi; Cutts, 195-213, 222-231; Field, chs. ii, iii; Furnivall, xli-lxiii; Gasquet, chs. vi, viii; Mrs. Green, II, 11-23; Leach; Montmorency, chs. i, ii; Schwickerath, 28-31; Traill, II, 422-425; Wright, 349-357.)
- 2 In Germany. (Barnard's Jr., XV, 333-339, same art. in XX, 731-737, and in XXII, 731-737; Dittes, 99-104; Fischer, ch. ii;



A SCHOOL: A LESSON IN LOGIC.

(After a wood-cut at the end of a copy of the third edition of *Parvus et Magnus Chato*, now in the library of St. John's College, Oxford, and which was printed by Caxton in 1481.)

Heppe, 1-42; Janssen, I, bk. 1, ch. ii; Kämmer, 15-55; Koldewey, I, xv-xlvi, II, iii-xl; Lorenz; Müller; Schwickerath, 31-38; Specht, 67-80, 151-191.)

3 In France. (Allain, chs. ii, iii; Azarias; Beaurepaire, I; Lacroix, 61-110; Muteau, Pt. 1, 3d and 4th periods; Ravelet, bk. I, ch. ii.)

4 In other countries. (Barnard's Jr., XX.)

IV CHARACTERISTICS OF EDUCATION BEFORE THE REFORMATION. (Just; Painter, 75-89.)

1 The point of emphasis; the mark of a gentleman.



A FRENCH SCHOOL.

(After a drawing by Soquand [1528].)

- 2 Ideals of the various schools.
- 3 The conception of education.
- 4 School books used. (Hazlitt, chs. ii-vi.)
- 5 Education and position of women. (Eckenstein; Lorenz, 74-79; Traill, II, 422-425.)
- 6 Status of the schoolmaster and scholar. (Allain, ch. ii; Azarias; Lorenz, 84-100; Ravelet, ch. ii.)
- 7 The Universities preparing the way by training scholars.
- 8 Burgh schools mark the beginning of State education. (Lorenz, 101-107; Syllabus, p. 99.)
- 9 Hugo von St. Victor [1097-1141] and Jean Gerson [1363-1429] stand almost alone as writers on the theory of education during the Middle Ages. (Compayré, 77-78; *Freundgen, 1-40; †Freundgen, 212-227; Schütze, pt. 1.)

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(A wood-cut printed at Nürnberg in 1505. From Boesch's *Kinderleben in der deutschen Vergangenheit*, p. 101.)

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- nard's Jr.*, XV, 333-339; also in XX, 731-737; and in XXII, 731-737.
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4 Suggestions as to Reading.

The Sources are all valuable, though chiefly in German. Barnard contains only portions of Platter. The two works by Freundgen also contain historical and biographical sketches. Koldewey has a good introduction on German schools during the Middle Ages, and is a very valuable source in itself. Israel is a valuable collection of laws and decrees. Whitcomb is a valuable translation of an old autobiography which describes fifteenth century school life.

The Important Secondary Authorities, in group 2, contain many valuable chapters. Allen is an interesting description of school life in a Brussels school. Allain has a good chapter on French schools in the Middle Ages, which is reviewed by Azarias. The articles in Barnard's Jr. are all good. Beaurepaire is a good special research. Capes and Montmorency contains excellent chapters on the schools in existence in England. Furnivall's introduction is a detailed account of education in England, with many extracts from sources. Gasquet, a very fair and liberal Catholic author, describes education in England and the Canterbury claustral school at the time of the Reformation. Hazlitt contains a number of short but interesting chapters on books and studies during the later Middle Ages. Janssen is a translation of a standard German Catholic work, and contains a brilliant picture of the educational conditions in Germany at the time of the Reformation. Leach is a valuable and very readable study on English schools. Lorenz is good on all classes of schools for Germany, and contains many citations to authorities. Ravelet outlines the nature and extent of education in France, and also gives many citations to authorities. Just has five articles on schools, largely from the child's point of view. Kaemmel, Specht, and Schmid contain detailed sketches of German schools of the pre-Reformation period. Lacroix has an interesting chapter on the scholars, instruction, and education of the higher schools of the Middle Ages, but is generally silent on elementary instruction. Grant has a good chapter on Scottish burgh schools, and Schaff contains a good general article.

Of the General Works in group 3, Scaife contains two pages on the schools of Florence; Adams, Browne, Edgar, Green, Traill, and Wright contain short chapters on various periods of English education; and Dittes, Plath, Regener, Russell, and Schwickerath refer to Germany. The citations are short, though usually good. The English references will be found most valuable. Painter and Schwickerath are more general. Cutts contains a short chapter on the parish priest of the Middle Ages and his work.

The general student will probably find the citations in Azarias, Capes, Furnivall, Grant or Edgar, Hazlitt, Leach, and Ravelet most valuable for a general view of the educational conditions before the Reformation. These may be supplemented by other short citations, as indicated in the pages of the Syllabus, to complete the outline.

XXIII THE PROTESTANT REFORMATION.¹

(Adams, ch. xvii; Allen, ch. i; Carlyle; Fischer, 136-145; Fisher; Guizot, I, lect. xii; Hausser; Jacobs; Köstlin; Schaff, VI; Watson, I, ch. xxiii.)

I SOME CAUSES OF THE REFORMATION. (*Beard, ch. i; †Beard, chs. i, ii; Draper, II, 205-214; Henderson, I, 251-262; Schaff, VI, ch. i; Schmid, II, Pt. 2, 154-168; Trench, lect. xxix.)

- 1 The new life in Christendom. To what due.
- 2 The need of reform in Church and State to meet the new conditions.
- 3 The crisis came on the sale of indulgences.
- 4 The dominant idea the substitution of individual responsibility for collective responsibility.

II MARTIN LUTHER [1483-1546]. (*Beard, chs. iv-ix; †Beard, chs. iv, v; Draper, II, 205-214; Fisher, 85-134; Francke, 139-171; Froude, 199-206, index; Gardner; Guizot, I, lect. xii; Hausser, 1-28, 42-47; Henderson, I, ch. xi; Jacobs; Kurtz, II, 231-245; Moeller; Painter, 90-112; Plath, 63-67; Robinson and Whitcomb; Schaff, VI, ch. 1; Schmid, II, Pt. 2, 169-203; Trench, lect. xxix.)

- 1 His life and connections with the Reformation.
 - a Early life and education. (*Beard, ch. iv.)
 - b Professor of Theology at Wittenberg [1508]. His attainments.
 - c Opposed sale of indulgences [1516]. The ninety-five theses [1517]. (*Beard, ch. v; Robinson and Whitcomb.)
 - d Gradually led to open rebellion.
 - e Bull of excommunication burnt [1520].
 - f Cited to appear before Diet of Worms. Refused to retract. Diet declared against him [1521]. (*Beard, ch. ix.)
 - g Why Charles V could not enforce the decree.
 - h German princes sided with Luther. Melancthon his ally.
 - 1) Freedom in religion granted by the Emperor [1552].
 - 2) Diet of Augsburg granted toleration [1555].
 - i Teutonic peoples rapidly embraced the new ideas.

III SPREAD OF THE NEW DOCTRINES. (Fisher; Hausser; Kurtz, II, 262-268, 301-307, 313-317; Moeller; Watson, I, ch. xxiii.)

- 1 In England. (†Beard, ch. ix; Cheyney; Drane, II, ch. xi; Perry.)

¹Strictly speaking, the Protestant Revolt.

1534 Act of Supremacy severed England from Rome.

1536-1539 Monasteries abolished and property confiscated. Effect of this on the schools. (Mullinger, II, 20-33; Syllabus, p. 189.)

1536 English Bible issued to the Churches. Services in English. The Ten Articles of Faith.

1549 First Book of Common Prayer.

1552 Articles of Religion.

- 2 Among the Swiss. Work of Zwingli [1484-1531] and Calvin [1509-1564] in defence of civil and religious liberty. (Allen, ch. iii; †Beard, ch. vii; Johnson, ch. vi; Schmid, II, Pt. 2, 229-275; Van Laun, I, ch. iv; Whitecomb.)

1541-1565 Geneva, the Rome of Protestantism.

- 3 In the Netherlands and the Scandinavian kingdoms. The Papacy lost Denmark [1536] and Sweden [1537].

- 4 The Reformation in France identified itself with Calvinism. (Watson, I, ch. xxiii; Whitecomb.)

a Why the king naturally feared the Protestants.

b The struggle for religious freedom.

1560 The Calvinist [Huguenots] had two thousand houses of worship and demanded religious freedom.

1562-1594 A period of religious wars. France a scene of carnage and devastation.

1572 Massacre of St. Bartholomew.

1598 Edict of Nantes.

1624-1642 Liberty of worship and civil equality secured under Richelieu.

1685 Revocation of the Edict of Nantes.

IV THE COUNTER REFORMATION. (Allen, ch. ii; †Beard; Draper, II, 220-223; Fisher, 397-400; Hausser, 265-275; Hughes, 3-29; Henderson, I, 415-421; Johnson, ch. vi; Moeller; Syllabus, sec. XXV; Wakeman, ch. iii; Ward.)

- 1 Statement of Belief formulated by the Council of Trent.

a Church to know and teach the truth.

- 2 Ignatius Loyola founded the Jesuit Order [Society of Jesus] in 1540.

a The three lines of activity of the new order.

1) Preaching.

2) Confession.

3) Teaching. (Syllabus, sec. XXV.)

b Rapid spread of the Order. (Fisher, 413-415; map, p. 165.)

c Services in combating Protestantism.

d The Order suppressed in 1773.

1) Why suppressed.

V SOME RESULTS OF THE REFORMATION. (Dittes, 115-119; Moeller.)

1 Return of Europe to a simpler and truer form of religion.

2 Intellectual freedom.

a Reformers everywhere stood for the New Learning.

b Reformation of the Universities. (Syllabus, pp. 131, 134.)



RESULT OF THE PROTESTANT REVOLT.

3 Growth of a critical spirit. (†Beard, ch. x.)

a Future results of this in philosophy and science. (†Beard, ch. xi.)

4 Crystallizing effect on the modern languages of:

a Luther's Bible, Catechisms, and Hymns on the German.

b Tindale's New Testament on the English.

c Calvin's writings on the French.

d Use of the press to influence public opinion.

5 Educational effect of the popularizing of religion. (Dittes, 115-119.)

6 Turned attention to elementary education.

VI WHY SUCCESS WAS NOT GREATER. (†Beard, ch. viii.)

- 1 The age itself.
- 2 Limited knowledge.
- 3 Waste of strength in strife.
 - a The Thirty Years' War [1618-1648].

VII REFERENCES.

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5 Suggestions as to Reading.

The Sources contain good illustrative material, the one by Robinson & Whitcomb being especially valuable.

Of the Secondary Authorities of first importance in group 2, the two works by Beard are of particular value. The chapters are excellent, though long. They give the spirit of the Reformation movement rather than the mere historical facts. Köstlin in a translation and condensation of a two-volume German work, which, at its publication, placed all preceding lives of Luther in the class of antiquated literature in point of historical accuracy and thoroughness. Schaff is a detailed volume on the period of the Reformation. It contains a mass of valuable information, but Fisher, or Kurtz, or Moeller may be found more useful because of greater condensation. Francke contains a very good and a very readable account of the work of Luther and the Reformation movement. Schmid is a detailed account. Of the shorter articles, the general chapter in Adams and the chapter in Trench on the Eve of the Reformation are to be commended, and the general student will do well to read these.

Of the Secondary Authorities in group 3, Allen contains good general chapters on the Reformation as a whole, and the pages cited in Fischer give a short, good, and clear statement. Jacobs is a good popular life of Luther. Mullinger and Perry are cited only for their reference to the suppression of the monasteries in England. Ward deals with the Counter Reformation. Watson has a chapter on the Reformation in France, which is a good condensed account. Hausser is a good condensed history, particularly valuable to the mature advanced student. It is a translation of a standard German work, and is a conservative Protestant account by a careful historical writer.

Of the General Works in group 4, Draper, Henderson, and Painter contain the most useful chapters. Part of Draper, and Hughes, Johnson, and Wakeman relate to the Counter Reformation. The first two represent opposite points of view, while the latter two give good brief political accounts. Drane relates to the Reformation in England. Dittes and Plath contain but a few pages each, and are useful chiefly for practice in reading easy German.

The general student, desiring a general view of the Reformation movement as a background for the educational work of the period, will probably find the chapters in Adams or Trench, Fisher, or selections from the chapters in the two works by Beard, particularly *Beard, best suited to his needs. Henderson and Watson contain good condensed sketches of the Reformation in Germany and France respectively. The Counter Reformation may be left to be studied under section XXV of the Syllabus.

XXIV THE REFORMATION AND EDUCATION IN GERMANY.

(Barnard's Jr., VIII, 348-360; Davidson, 175-189; †Fischer, 51-62; Heppe, 43-60; Kämmler; Kemp, chs. xv, xvi; *Laurie; Plath, §10.)

I THE PROTESTANTS AND PUBLIC EDUCATION. (Ellis; *Painter, 135-147; *Paulsen, I, 173-196; Ziegler, 61-63.)

- 1 Authority of the Church now superseded by the authority of the Bible.
- 2 Necessity of making the new training as effective as the old had been.
 - a Luther's work to accomplish this.
 - 1) His sermons, Catechisms, Bible, etc. (Meyer and Phrizhom, 117-194; Plath, 82-86.)
- 3 Need of a union of family, Church, and State.
 - a State education a necessary sequence.

II LUTHER'S CIRCULAR LETTERS ON EDUCATION. (Compayré, 114-118; *Paulsen, I, 196-203.)

- 1 *Letter to the Mayors and Aldermen of all the Cities of Germany in behalf of Christian Schools* [1524].
 - a The Letter in full. (*Barnard, 139-150; Barnard's Jr., IV, 429-440; Israel, pt. 1; Meyer and Prinzhom, 91-116; †Painter, 169-209; Plath, 75-82; Wagner.)
 - 1) Condition of schools throughout Germany.
 - 2) Duty of Christians.
 - 3) Neglect and ignorance of parents.
 - 4) Schools and private tutoring.
 - 5) The duty of mayors and aldermen.
 - 6) Classical studies and the Scriptures.
 - 7) "The welfare of the State depends upon the intelligence and virtue of its citizens."
 - 8) Training the schools had given and should give.
 - 9) Libraries.
- 2 *Sermon on the Duty of Sending Children to School* [1530]. (Barnard's Jr., IV, 440-442; Russell, 28-32.)
 - a The sermon in full. (Israel, pt. 5; Meyer and Prinzhom, 155-194; †Painter, 210-271; Wagner.)
 - 1) Purpose of the sermon.
 - 2) Duty of ministers.

- 3) Spiritual benefit arising from the support of schools.
- 4) Duty of all citizens.
- 5) Need of educated men.
- 6) Temporal benefits to be derived from schools.
- 7) Needs of the civil service and the professions.
- 8) The teacher and the minister.
- 9) Duty of parents.



LUTHER GIVING INSTRUCTION.

(An ideal drawing, though representative of early Protestant popular instruction. From Böhm's *Geschichte der Pädagogik*, I, 250.)

III LUTHER'S EDUCATIONAL IDEAS. (*Barnard, 131-159; Barnard's Jr., IV, 421-429, XXIV, 37-130; Compayré, 118-121; Dittes, 119-127; Keferstein, xvii-xcii; Meyer and Prinzhom, 1-48; †Painter, 113-168; Plath, 67-73; Regener, 72-76; Russell, 28-34; Wagner; Williams, 42-55; Ziegler, 63-69.)

- 1 As to the establishment of schools. (See I and II above.)
- 2 Education to be made compulsory. (Williams, 42-48.) This idea also advocated by Archbishop Sadolet of Carpentras [1533], and by the nobility in the States General at Orleans [1560].
- 3 A State system, to consist of:—(*Barnard, 151-159; Barnard's Jr., IV, 443-449.)
 - a Schools for the common people [Primary Schools].
 - 1) Subjects of study.
 - 2) Language used.

- b Latin Schools.
 - 1) Importance of.
 - 2) Subjects of study.
 - 3) Work of these schools.
- c Universities.
 - 1) Their work for the nation.
 - 2) New subjects and methods of study.
- 4 Education for girls.
- 5 Means of supporting schools.
- 6 Methods of instruction and nature of discipline.
- 7 School instruction to be supplemented by home instruction. (Ellis; Plath, 82-86.)
- 8 Luther's efforts seconded by Zwingli in Switzerland. (Israel, pt. 4; Schiller, 108-110.)



A SCHOOLROOM IN THE 16TH CENTURY.

(After a wood-cut by Hans Burgkmair [1472-1559]. From Rhyn's *Kulturgeschichte des deutschen Volkes*, II, p. 46.)

IV WORK OF PHILIP MELANCTHON [1497-1560]. (*Barnard, 161-184; Barnard's Jr., IV, 741-764; Hartfelder; *Painter, 148-152; *Paulsen, I, 203-209; Plath, §11; Regener, 76-79; Richard, 125-141; Russell, 34-35; Schiller, 92-99; Schmid, II, Pt. 2, 206-228; Williams, 91-96; Ziegler, 69-74.)

- 1 Early life and studies. Pupil of Reuchlin. (Warfield.)
- 2 Called the Preceptor of Germany.

- 3 His text books; some used for a hundred years. (*Barnard, 172-177; Barnard's Jr., IV, 752-757.)
 - a Most important were Greek Grammar [1513]; Rhetoric [1519]; Logic [1520]; Latin Grammar [1523]; Ethics [1529].
- 4 His services to public education in Germany. (See V below; Hartfelder.)

V BEGINNINGS OF STATE EDUCATION IN GERMANY. (Barnard's Jr., XI, 159-164, 400-459; Dittes, 133-141; *Fischer, I, ch. iii; Nohle, 29-39; †Paulsen; Russell, 37-41, 137-141; Schmid, V, Pt. 3, 25-60; Zeigler, 69-74.)

- 1 First Protestant school at Magdeburg in 1524. (*Paulsen, I, 268-282.)
 - a How organized.
- 2 Strassburg and other cities organized schools the same year.
- 3 Melancthon [1525] prepared plan for school at Eisleben.
 - a Classes provided.
 - b Studies and text books of each.
 - c Nature of the school. (Russell, 37.)
- 4 Melancthon's Saxony plan [1528] the first step toward a State school system. (*Barnard, 169-171; Barnard's Jr., IV, 748-752; Hartfelder, 417-488; Plath, 88-89; Russell, 34-41; Vormbaum, I, 1-8.)
 - a Provided for Grammar Schools in all the towns and villages of Saxony. (Israel, pt. 9; †Painter, 152; Richard, 134-136; Russell, 38.)
 - 1) The three classes of schools.
 - 2) Studies of each.
 - 3) Aim of these schools.
- 5 Higher Latin Schools (Fürstenschulën-Gymnasien) established after 1540. (*Fischer, I, ch. iii; Israel, pt. 9, pt. 11; *Paulsen, I, 290-294; Russell, 137-141; Schiller, 99-102.)
 - a Many of the early ones were converted monastic schools.
 - b Exact nature, and work of these schools.
 - c Age of entrance.
 - d The curriculum.
- 6 The Reformation and the Universities. (*Paulsen, I, 209-268.)
 - a The foundation of new Universities, without Papal sanction. (See table, Syllabus, p. 108.)
 - b Reform of the old Universities.
- 7 Württemberg the first German State to organize a complete system of schools [1559]. Real beginning of the German system. The three classes of schools. (*Barnard, 251-257; Barnard's Jr., VI, 426-432; *Fischer, I, chs. iv-vii; Plath, 92-95; Schiller, 102-108; Vormbaum, I.)

a Elementary school for both sexes.

1) Studies pursued.

2) Object of instruction.

b Latin School [*Particularschule*] with five or six classes, and intended chiefly for burghers.

1) Studies and aim.

c Universities [colleges] of the State.

d Plans for supervision of these schools.



Ed. Garnier del.

A PRIMARY SCHOOL OF THE 16TH CENTURY.

(After a wood engraving of the time. From Lacroix, *L'école et la science jusqu'à la renaissance*, p. 100.)

8 Example of Württemberg followed throughout Germany. (Barnard's Jr., V, 77-78; Baron, 1-65; Israel, pts. 8-10; *Paulsen, I, 318-379; Runge; Schmidt; Teutsch, I.)

a What Braunschweig did. (Koldewey, I, xlv-lxxxix, II, xl-lxx; Regener, 86-91; Ziegler, 93-99, 164-167.)

b School and University regulations of the Elector August of Saxony [1580]. (*Barnard, 257-259; Barnard's Jr., VI, 432-434,

XX, 528-554; †Painter, 152; *Paulsen, I, 290-317; Richter, pt. 4; Vormbaum, I, 230-297; Wattendorff.)

9 Subsequent decline of these schools.

VI THE WORK OF TWO OF MELANCTHON'S PUPILS. (Plath, §12; Regener, 81-83; Williams, 101-106.)

1 Valentine Trotzendorf [1490-1556]. (*Barnard, 185-191; Barnard's Jr., V, 107-113; †Laurie, ch. iii; Plath, 92-100; Schmid, II, Pt. 2, 277-302.)

a His school at Goldberg; its curriculum; and his work there. (Plath, 100-103.)

b His plan of pupil government.

2 Michael Neander [1525-1595]. (*Barnard, 225-228; Barnard's Jr., V, 599-602; †Laurie, ch. iii; Schmid, II, Pt. 2, 388-430.)

a His school at Ilfeld am Harz. [Rector, 1550-1595.]

b His curriculum. Points of emphasis in his school.

VII THE WORK OF JOHANN STURM (STURMIUS) [1507-1589]. (*Barnard, 209-223; Barnard's Jr., IV, 401-415; Fournier, IV, pt. 1; Laas; †Laurie, ch. iii; *Painter, 159-164; Parker; *Paulsen, I, 282-290; Quick, 27-32; Russell, 42-44; Schiller, 111-120; Schmid, II, Pt. 2, 302-388; Williams, 96-101; Ziegler, 74-93, 129-133.)

1 Early life and education.

2 Rector of the Gymnasium at Strassburg [1537-1582].

a This soon became the most famous school of Europe.

3 His *Plan* [1538]; *Classical Letters* [1565]; *Examination* [1578].

4 His Gymnasium. (Keatinge, 126-129.)

a The system of classes.

1) Age of entrance.

2) Work of the grades.

b His course of study in full, by grades. (*Barnard, 195-208; Barnard's Jr., IV, 167-182; *Painter, 160-162.)

5 The Gymnasium to be followed by a five-year college course.

a Aim of the latter.

6 Reasons for Sturm's great success as a schoolmaster.

7 Defects of his *Plan*.

a Change from the ideals of Luther.

8 Influence of his work on the later development of education.

VIII THE CHANGE TO SCHOLASTIC HUMANISM. (*Barnard, 267-272, 413-416; Barnard's Jr., V, 657-662; Dittes, 127-133; Nohle, 26-39; *Paulsen, I, 453-460; Quick, 22-26; Russell, 43-58; Ziegler, 129-133.)

- 1 Education as advocated by Erasmus and Luther.
- 2 The change under Melanethon's influence.
- 3 The further change under the influence of Sturmius and his followers.
- 4 The combined effect of this change, of the subsequent theological disputes, and of the devastation caused by the Thirty Years' War [1618-1648]. (Schmid, IV, Pt. 1, 1-186.)
 - a In destroying the desire for popular education.
 - b In alienating the nobility and men of the world, resulting in the establishment of schools of a new type.
- 5 Status of German schools in the seventeenth century. (*Barnard, 416-426; Barnard's Jr., VII, 367-380; Dittes, 169-177; *Fischer, I, chs. vi-vii; Nohle, 44-45; Regener, 86-91, 115-119; Schmid, V, Pt. 3, 60-77; Vostrovsky.)

IX THE RITTERAKADEMIEEN OF THE 17th CENTURY. (Nohle, 41-42; *Paulsen, I, 453-460, 501-511; †Paulsen, 598-608; Russell, 50-58; Schiller, 197-201; Ziegler, 167-171.)

- 1 Overpowering influence of the splendor of the French court on:—
 - a The language.
 - b The manners and customs.
 - c The habits of thought of the German people.
- 2 The new educational ideal, or rather an old ideal in a new form.
- 3 The nature of the new schools.
 - a Studies.
 - b Attitude toward the new scientific subjects.
 - c Period during which they flourished.

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5 Suggestions as to Reading.

The Sources are particularly valuable, those in German containing reproductions of many important ordinances, addresses, regulations, etc., the ones edited by Diehl, Israel, Koldewey, Richter, and Wattendorff being particularly valuable to the special investigator. The many sources reproduced in English by Barnard will be of much value to the student. Fournier relates to the gymnasium and academy at Strassburg. Vostrovsky reproduces a course of study used at Prague in 1609.

Of the Important Secondary Authorities in German, in Group 2, Dittes, Paulsen, Plath, Regener, Schiller, Schmid, and Ziegler contain good general chapters on the whole period and on the work of the different leaders, Schmid being a very detailed account. Fischer is a standard and very valuable work, volume I describing the history of the Volksschule in detail from the time of the Reformation to 1790. Heinemann and Runge are recent historical sketches of individual town schools. Laas is a valuable short historical and critical work on John Sturm. Meyer & Prinzhorn is a valuable history of the life and work of Luther. Heppe is a good short sketch of schools before and after the Reformation. Wagner is a general work, of about the same character as †Painter.

Of the Important Secondary Authorities in English, †Painter will be the most useful single work, partly because of the translations of sources contained. The articles in Barnard's Jr., are also very useful. †Laurie contains good short chapters on Sturm, Trotsendorf, and Neander. Richards is a good popular life of Melancthon, but will be less useful for his educational work than the articles in Barnard. Russell contains a number of short citations which are good. Davidson contains a short general chapter which presents a general view, but is lacking in detail.

Of the Short Articles of Minor Importance, in group 4, Nohle, *Painter, and Williams are the most valuable. The citations in Ellis, Keating, and Quick refer to single points and are good, though quite brief. Fischer is a good short outline, in easy German. Compayré contains a brief outline of the educational work of Luther.

The general student, beginning the study, will probably do best to read the sources cited in Barnard and †Painter, and the citations in *Painter, Russell, and †Laurie. For more detailed suggestions as to reading see the citations in the pages of the Syllabus.

XXV THE COUNTER REFORMATION: JESUIT EDUCATION.

(Barnard's Jr., V, 213-228, VI, 615-622, XIV, 455-482; Browning, 118-127; Compayré, 138-150; Draper, II, 214-228; Kemp, ch. xviii; Kurtz, II, 426-434; Laurie, ch. viii; Munroe, 124-135; Payne, 45-51; Quick, ch. iv; Regener, 83-86; Russell, 46-52; Schiller, 124-134; Wishart, ch. vi; Ziegler, 109-121.)

I FOUNDATION OF THE ORDER. (Cartwright; Stephen, I, essay iii.)

1 Ignatius Loyola [1491-1556]. (Hughes, chs. ii, iii; Schwickerath, ch. iii.)

a At thirty-one resolved to devote himself to religious work.

b At thirty-three began the study of Latin at Barcelona.

c At thirty-eight became a student at Paris. Received his M.A. at forty-three [1534].

2 Founding of the "Society of Jesus."

a With six others the vows were taken in 1534.

b Pope Paul III sanctioned the Order in 1540. (Pachtler, I, 1-8.)

c The Constitution of 1540. (Pachtler, I, 8-70.)

II CHARACTER AND MISSION OF THE ORDER. (Cartwright; Fischer, 145-153; Fisher, 397-400; Griesinger, bk. 1; Hughes, pt. 1; Magevney; Paulsen, I, 379-388; Schmid, III, Pt. 1, 1-38.)

1 Its military character.

2 Object of the Order. (Hughes, chs. vi, vii; Mertz, 28-55.)

3 The Constitution of the Order. (Barnard's Jr., XXVII, 165-175.)

4 Means employed.

a The pulpit.

b The confessional.

c Education. (Mertz, 55-80.)

5 Success attending the work of the Order.

III SPREAD AND DECLINE OF THE ORDER. (Fisher, 413-415; Griesinger, bk. 2; Hughes; Mullinger, II, 256-262; Paulsen, I, 379-412; Schmid, III, Pt. 1, 159-175; Schwickerath, 144.)

1 How new territory was invaded.

2 Growth of the Order; its extent:—

a In 1600.

b In 1640.

c In 1710.

d In 1725. (See map, p. 165.)

3 The Order abolished in 1773. (Schwickerath, 175-188.)

MAP SHOWING THE SPREAD OF THE JESUIT SCHOOLS IN GERMAN TERRITORY BY THE YEAR 1725

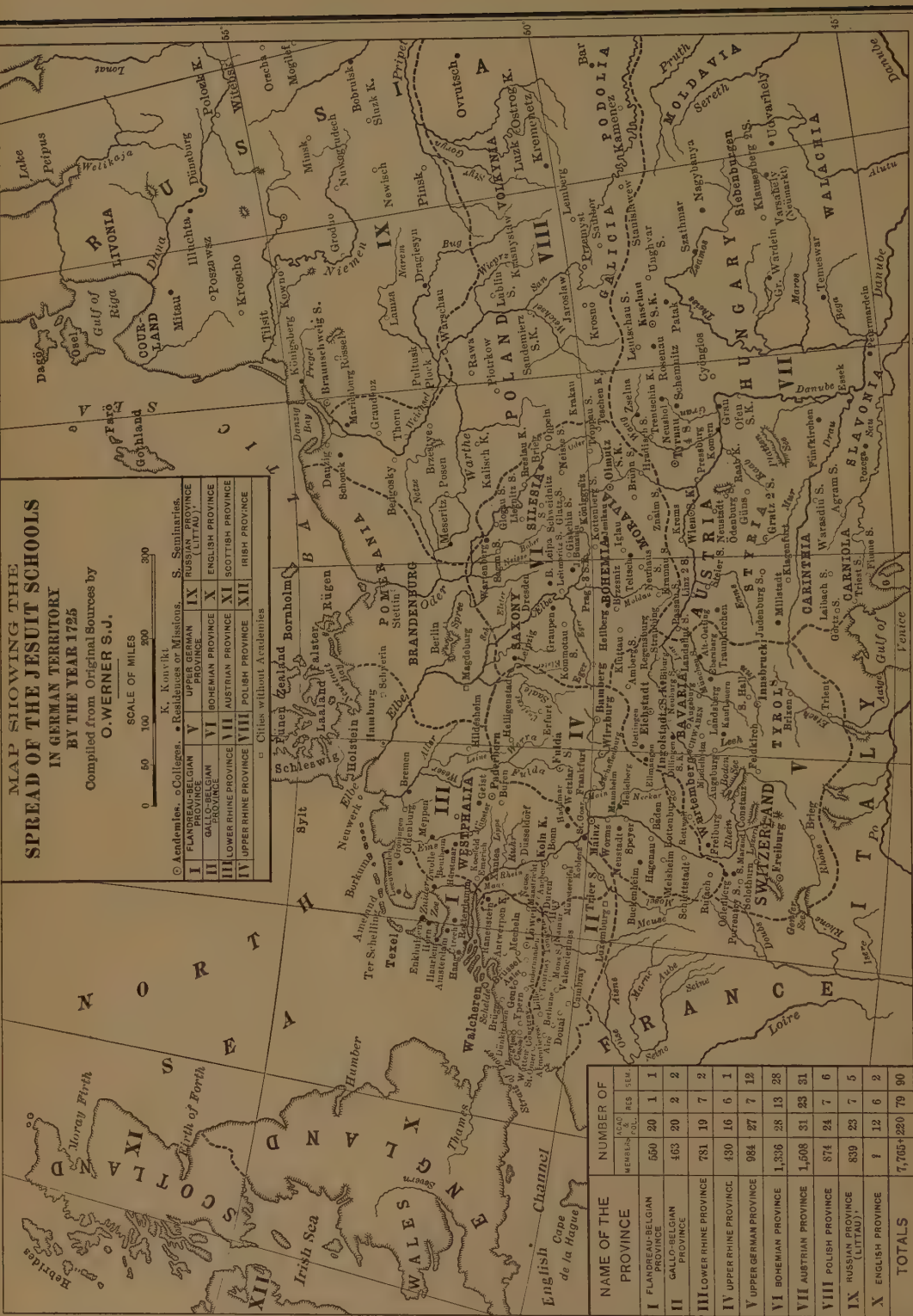
Compiled from Original Sources by
O. WERNER S.J.

SCALE OF MILES

0 50 100 200 300

	K. Kovalevskaya	Missions	S. Sacerdotes
○ Academies	○ Colleges	○ Residences	○ Sacerdotes
I FLANDERS PROVINCE	II GALLI-BELGIAN PROVINCE	III BOHEMIAN PROVINCE	IV LOWER RHINE PROVINCE
V UPPER RHINE PROVINCE	VI AUSTRIAN PROVINCE	VII POLISH PROVINCE	VIII RUSSIAN PROVINCE
IX ENGLISH PROVINCE	X SCOTLAND PROVINCE	XI IRELAND PROVINCE	XII IRELAND PROVINCE

□ Cities without Academies



NAME OF THE PROVINCE	NUMBER OF	
	MEMBERS	RES. SEM.
I FLANDERS-BELGIAN PROVINCE	650	20
II GALLI-BELGIAN PROVINCE	463	20
III LOWER RHINE PROVINCE	731	19
IV UPPER RHINE PROVINCE	430	16
V UPPER GERMAN PROVINCE	984	27
VI BOHEMIAN PROVINCE	1,336	28
VII AUSTRIAN PROVINCE	1,608	31
VIII POLISH PROVINCE	874	24
IX RUSSIAN PROVINCE (LITTAU)*	839	23
X ENGLISH PROVINCE	8	12
TOTALS	7,705*	220

- a Causes leading to this. (Hassall, ch. x.)
- b Significant of the changed attitude of Europe.

IV THE JESUIT SYSTEM OF EDUCATION. (Magevney.)

- 1 The *Ratio Studiorum*. (Duhr, 3-78; Mertz, 6-24; Paulsen, I, 412-425; Schmid, III, Pt. 1, 1-38.)
 - a Care with which this was formulated. (Hughes, ch. x.)
 - 1) The preliminary *Ratio* of 1586. (Pachtler, II, 25-217.)
 - 2) The final *Ratio* of 1599. (Duhr, 175-280; Pachtler, II, 225-481; Schwickerath, ch. iv.)
 - 3) The revision of 1832. (Duhr, 175-280; Pachtler, II, 225-481; Schwickerath, ch. vi.)
- 2 The *Societas Professa*. (Barnard's Jr., XXVII, 165-175; Hughes, chs. xi-xv; Magevney; Mertz, 171-190; Schmid, III, Pt. 1, 38-81; Schwickerath, ch. xv.)
 - a The preparation.
 - 1) Study; nature of.
 - b Time devoted to teaching of boys.
 - 1) Progression through the "Forms."
 - c To what the teachers were bound.
 - d To whom responsible.
 - e Inspection of teaching.
 - f Why the Jesuit schools rapidly displaced others.
- 3 Organization and maintenance of schools and colleges. (Barnard's Jr., XIV, 455-482; Duhr, 79-173; Hughes, chs. iv, v; Lantoine; Mullinger, II, 253-262.)
 - a Gratuitous instruction.
- 4 Courses of instruction. (Barnard's Jr., V, 210-221; Duhr, 79-173; Magevney; Schmid, III, Pt. 1, 82-109; Schwickerath, ch. v.)
 - a *Studia inferiora*. (*Barnard, 232-238; Hughes; Mertz, 119-130.)
 - 1) What was taught.
 - b *Studia superiora*. (*Barnard, 238-243; Hughes; Mertz, 130-146.)
 - 1) What was taught.
 - c Attention given to moral and religious training. (Hughes, ch. vii.)
 - d Attention given to the health of the pupils.
 - e Method in language study.
- 5 Classes of pupils. (Hughes, ch. xviii.)
- 6 Some of their educational principles. (Hughes; Mertz, 146-162.)
- 7 Education a means to their end.

V REASONS FOR THE GREAT SUCCESS OF THE JESUIT SCHOOLS.

- (Fischer, 145-153; Griesinger, bk. 2; Hughes; Magevney; Paulsen, I, 425-432; Schwickerath, 145-148, 178-184.)
- 1 Bacon's statement. (*Barnard, 287-289; Barnard's Jr., V, 213-228.)

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- 4 Minor works, containing short general articles.
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5 Suggestions as to Reading.

Of the Sources, Duhr and Pachtler are very valuable works. Duhr contains a history of the *Ratio*, a statement of the principles upon which it is based, the plan of organization of the schools of the Society, and the *Ratio* of 1599, with the revisions of 1832 included. Pachtler is the great work on the history of the Society. The first volume covers the history of the Society to 1599, with an introduction, bibliography, and documents. Volume two contains the preliminary *Ratio* of 1586 in Latin, and the final *Ratio* of 1599, with the revisions of 1832, in parallel columns, and both in parallel pages, one being in Latin and the other in German. Volume three carries the history of the Order down to 1772, and volume four to 1832 and includes the 1832 *Ratio*.

Of the Authorities in group 2, on the organization and work of the Order, Fischer, Fisher, Hassall, Ward, and Wishart can probably be depended on for a fair account, though almost any one of the references of the group would be objected to by one strongly prejudiced either for or against the Society. Cartwright is very good on the organization of the Order, though containing little on education. Draper contains a strong description of the work of the Jesuits, written from an anti-Jesuit point of view. Fischer and Fisher contain good clear accounts. Greisinger is a translation of a popular and strongly anti-Jesuit work. Hassall has a good chapter on the causes of the suppression of the Jesuits. Stephen sketches the early work of Loyola, Xavier, and Laynez. Wishart contains a good short account of the work of the Order. The most sympathetic account will be found in Hughes or Schwickerath, under 3, below.

Of the Important Secondary Authorities of group 3, having reference to the educational work of the Order, Hughes or Schwickerath contain good historical accounts, written from a Jesuit point of view. Hughes is a fair and a well written history of the educational work of the Society. Schwickerath contains a description of the Jesuit system of education of the present as well as an historical account. Schwickerath contends that Compayré, Painter, Seeley, and other writers have merely caricatured the Jesuits. Magevney is a short, popular, and somewhat partisan sketch. Mertz is an excellent popular sketch, based largely on Duhr and Pachtler. Barnard contains a good short historical sketch. Lantoine is good on Jesuit higher instruction in France, but highly specialized and of value only to the special student. Munroe, Paulsen, and Quick contain good general chapters. The student who does not have time to read Hughes or Schwickerath will probably find Munroe and Quick the most useful of all the list of references. Laurie contains a short chapter on certain aspects of Jesuit education.

Of the Minor Works in group 4, Browning, Compayré, Kemp, and Russell contain short general chapters which are good for a first outline, but lacking in details and of less value even to the general student than the chapters in Munroe and Quick. Kurtz relates to the Counter-Reformation aspect; Mullinger to the founding of Jesuit colleges at the universities, with the injurious result; and Regener and Schiller contain short general articles of minor value, Schiller being much the better of the two.

The general student, beginning the study, will probably obtain the best idea of the educational system of the Jesuits by reading the citations in Hughes or Schwickerath, or the chapters in Munroe and Quick. Fisher or Wishart will give a good short account of the rise and spread of the Order.

XXVI THREE EARLY FRENCH REALISTS.

A PIERRE RAMUS [1515-1572].

(Barnard's Jr., XXIV, 131-134, XXX, 451-464; Mullinger, II, 404-413; Owen, ch. ii; Schmid, III, Pt. 1, 131-154; Waddington; Williams, 68-74; Wurfert; Ziegler, 104-109.)

I LIFE AND EDUCATIONAL IDEAS.

- 1 Birth and life.
- 2 His text-books.
- 3 His attacks on the Scholastic and Aristotelian philosophy.
 - a Broader-minded view of his Spanish contemporary, Vivès [1492-1540], as to the value of Aristotle's philosophy. (Kayser, 129-166; Kuypert; Schiller, 120-124; Ziegler, 104-109.)
 - 1) Vivès' educational ideas. (Barnard's Jr., XXVII, 339-351; Kayser, 166-179; Monroe, 16-22; Watson, 483-486; Williams, 65-68.)
 - 2) Vivès *De Disciplinis* [1531]. (Barnard's Jr., XXVII, 343-347.)
- 4 Ramus' views as to the use of the vernacular.
- 5 Reform of the University of Paris.
- 6 A victim of the intolerance of his time.

II REFERENCES.

- 1 On the life and work of Ramus.

BARNARD, HENRY. Ramus and his Educational Labors; in *Barnard's Jr.*, XXX, 451-464; part of same article in XXIV, 131-134.

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WURKERT, GEORG. *Die Encyclopädie des Petrus Ramus*. [Leipzig, 1898.]

ZIEGLER, T. *Geschichte der Pädagogik*. [Munich, 1895.]
- 2 On the life and work of Vivès.

BARNARD, HENRY. Vivès and his Influence (Schmid); in *Barnard's Jr.*, XXVII, 339-351.

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3 Suggestions as to Reading.

For Ramus, Waddington contains a full and scholarly account. Wurfert, a recent Doctor's dissertation, is an analysis of Ramus' work. The English reading student will find the article in Barnard best suited to his needs. Owen also contains a good chapter on Ramus. Mullinger and Williams, the latter based largely on Barnard, are also good.

For Vivès, Kayser is a standard work, and contains a sketch of his life and a reproduction of three treatises and two study plans. Barnard contains a good sketch, and the few pages cited in Monroe and Schiller are also useful.

B FRANÇOIS RABELAIS [1483-1553].

(Browning, 68-79; Compayré, 91-100; Conway; Faguet, 77-126; Quick, ch. v; Schmid, III, Pt. 1, 190-202; Stapfer; Van Laun, I, 281-295.)

I THE MAN AND HIS WORK. (†Besant; Fleury, I, ch. 1; Munroe, ch. ii.)

1 Birth and early life.

2 His *Life of Gargantua* [1535], and *The Heroic Deeds of Pantagruel* [1533].

a First to reach the masses in matters relating to education.

b His books a good portrayal of the Renaissance and the Middle Ages in conflict.

c Effect of his protest against Mediævalism.

d Why he wrote as a clown and a fool.



RABELAIS.

II HIS WRITINGS. (Barnard's Jr., XIV, 147-158; *Besant; Munroe, ch. ii.)

1 The chapters of educational importance.

a *Life of Gargantua*:—(Chs. 13, 14, 15, 19, 21, 22, 23, 24.)

b *Deeds of Pantagruel*:—(Chs. 5, 6, 7, 8.)

2 The story of the books. (Browning, 68-79; Compayré, 92-100; Gebhart, 218-241; Morley; Munroe, 95-101; Street.)

a His ridicule of the old Scholastic learning.

b Outline of his views on education.

1) Physical education.

2) Greek; Latin; Hebrew.

3) Physical and Natural Sciences.

4) Religious and moral education.

5) Reform in methods.

c Gargantua's letter to Pantagruel. (*Deeds of Pantagruel*, ch. 8.)

- 3 Rabelais as an educational reformer. (Munroe, ch. ii.)
 a Influence on Montaigne, Locke, Fenelon, and Rousseau. (Arn-
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 STREET, A. E. The Education of Gargantua; in *Critical Sketches*. [London, 1894.]
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 Suggestions as to Reading.
 For Rabelais, Arnstædt, Faguet, Fleury, Gebhart and Stapfer are all very helpful, though all are in French. Arnstædt is a careful study, and traces Rabelais' influence down to Rousseau; Gebhart is good on Rabelais' theory of education; and Fleury is good on Rabelais and his century. Of the English works, †Besant is a short and good biographical and critical sketch; Street contains a good essay; Van Laun has a good general chapter; and the chapters in Laurie, Munroe, and Quick are well worth reading. The student should read some of the chapters in Rabelais which are cited in the Syllabus, and then follow this by some of the critical essays on Rabelais, his times, and his ideas.

C MICHEL EYQUEM DE MONTAIGNE [1533-1592].

- (Browning, 79-85; Compayré, 100-111; Church, 1-85; Emerson; Faguet, 365-421; *Laurie, ch. iv; †Laurie, 231-259; Munroe, 95-101; Owen, ch. i; Painter, 175-179; Quick, ch. vi; Schmid, III, Pt. 1, 208-255; Van Laun, I, 296-307; Ziegler, 136-139.)

I HIS LIFE. (Bonnefon; Hazlitt, I, pp. xvii-xlii; Lowndes, 16-45; Rector, 1-6.)

1 Birth and early life.

a Training received from his father.

b His experiences at the College of Guienne.

2 His extensive learning.

- 3 Became a lawyer, and was elected Mayor of Bordeaux.
- 4 Retired to live on his estate in 1572.
 - a His tower room. (Essays, bk. III, ch. iii.)
- 5 His Essays [1589-1595]. Two of special educational importance.
 - a *On Pedantry*. (Essays, bk. I, ch. xxiv; Rector, 19-85.)
 - b *On the Education of Children*. (Essays, bk. I, ch. xxv; Rector, 85-109.)

II MONTAIGNE'S IDEAS ON EDUCATION. (*Barnard, 317-334; Barnard's Jr., IV, 461-478; ‡Laurie, ch. ix; Lowndes, 37-45; Munroe, 95-101; Quick, ch. vi.)

- 1 *The Essay on the Education of Children*.
 - a Value of mere knowledge.
 - b What constitutes true knowledge.
 - c The ancient classics *vs.* training in judgment and virtue.
 - d Things before words; realism in education.
 - e Value of a study of things in preparing political and intellectual freedom.
- 2 Broke completely with the Renaissance.
- 3 Effect on his own age.
- 4 Influence on Locke and Rousseau. (Rector, 13-18.)
- 5 Value of his *Essay* for the teacher of to-day.



MONTAIGNE.

III REFERENCES.

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Suggestions as to Reading.

For Montaigne, Bonnefon is a standard French biography, and Lowndes is a standard English work, but the student will find Collins more useful than either because of its condensation. The important reading for the student is Montaigne's *Essay on the Education of Children*, and such references as those by Laurie, Munroe, and Quick, all of which are good, will contain about all the additional information that the general student will need. Hazlitt contains a very good biographical introduction. Faguet and Owen contain good general chapters, though long. Browning and Compayré will be serviceable as an introduction or supplement to the *Essay*.

XXVII THEORY AND PRACTICE IN FRANCE IN THE SEVENTEENTH CENTURY.

A THE JANSENISTS.

(Allen, lect. v; Barnard's Jr., XXVIII, 1-16; Browning, 127-134; Buisson, Pt. 1, Tome II, 2409-2417; Compayré, 153-163, 215-217; Fischer, 153-157; Munroe, 135-147; Painter, 224-227; Sainte-Beuve; Schmid, IV, Pt. 1; Stephen, I, essay vi; Ziegler, 179-182.)

I HISTORY OF THE SOCIETY. (Beard, I; Bowen; Cadet; Carré, pp. v-xv, 1-30; Quick, ch. xi.)

- 1 Founded by Saint Cyran.
- 2 The "Little Schools" first established at Port Royal in 1643.
- 3 Small number of pupils and teachers.
- 4 The Order a reaction against the work and the methods of the Jesuits.
- 5 Persecution.
- 6 Suppression of the Order [1660].
 - a The members fled to the Netherlands and began the writing of those books which have so greatly influenced educational thought.

II SOME OF THE FUNDAMENTAL PRINCIPLES OF THE SOCIETY.

- 1 "You ought to consider your children as wholly inclined to evil and carried forwards toward it. All their inclinations are corrupt, and, not being governed by reason, they will permit them to find pleasure and diversions only in the things that carry them toward vice."—Varet.
- 2 "The devil already possesses the soul of the unborn child."—Saint Cyran.
- 3 "Education is in a sense, the one thing necessary. I wish you might read in my heart the affection I feel for children. You could not deserve more of God than in working for the proper bringing up of children."—Saint Cyran.
- 4 "The purpose of instruction is to carry forward intelligences to the farthest point that they are capable of attaining."—Nichole.
- 5 "The intelligence of children always being dependent on the senses, we must, as far as possible, address our instruction to the senses, and cause it to reach the mind, not only through hearing, but also through seeing."—Nichole.

- 6 "The intelligence of a child is almost wholly pervaded by shadows; he catches glimpses of but few rays of light. So everything depends on managing these rays, of increasing them, and on exposing to them whatever we wish the child to comprehend."—Nichole.
- 7 "The sciences should be employed only as an instrument for perfecting the reason."—Nichole.
- 8 "Speak little, forgive much, pray more."

III NATURE OF THEIR INSTRUCTION. (Beard, II, ch. ii; Bowen; Buisson; Cadet; Carré, pp. xv-xxxvi; Munroe, 135-147; Quick, ch. xi.)

- 1 Classes; conversation; out-of-door lessons.
- 2 Discipline; demeanor of pupils.
- 3 Scope of personal influence.
- 4 Affection for children.
- 5 Reason *vs.* memory in training.
- 6 The education of girls.

IV PEDAGOGICAL PRINCIPLES; ADVANCES IN METHOD. (Beard, II, ch. ii; Bowen; Cadet; Carré; Munroe, 135-147; Quick, ch. xi.)

- 1 Emulation.
- 2 Memory.
- 3 Interest.
- 4 Equal education of the sexes.
- 5 Emphasis placed on the modern languages.
 - a Instruction in the mother tongue.
 - b The study of Latin.
 - c Treatises on the study of Spanish and Italian.
- 6 Greek taught directly from the French and not through the medium of Latin.
 - a This declared to be impious by the Jesuits.
- 7 Reform in methods of teaching Latin.
- 8 Introduced phonics into the teaching of reading.

V RESULTS AND IMPORTANCE OF THEIR WORK. (Cadet; Munroe, 135-147; Quick, ch. xi.)

- 1 Their educational experiment the best in France before the middle of the nineteenth century.
- 2 Their work in the nature of a protest.
- 3 The slow but gradual acceptance of many of their ideas.

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Suggestions as to Reading.

Of the references on the Jansenists and their schools, Beard, Cadet, Carré, and Sainte-Beuve are the larger and more important works. Beard is a valuable contribution to the history of religion and learning in France. The second volume contains a sixty-page chapter on the schools of the Order. Sainte-Beuve is the great work on the subject. Cadet is a collection of extracts from the educational writings of the members, and contains an introduction which the general student will find very useful. Of the shorter articles, the chapters in Munroe and Quick are very good and ought to be included by the general student in his reading. Barnard and Compayré also contain good chapters. Bowen is a good brief outline. Schmid is good, but quite long and detailed. Stephen bears on the life and thought of the Society but contains little on education. The other references contain only short and somewhat general articles.

B ABBÉ DE FÉNELON [1651-1715].

(Barnard's Jr., XIII, 477-494, XXX, 481-490; Buisson, Pt. 1, tome I, 998-1002; Compayré, ch. viii; Faguet, 331-382; Fénelon, 1-71; Munroe, 147-152; Painter, 227-234; Sallwürk, 39-106; Schmid, IV, Pt. 1, 500-562; Williams, ch. viii; Van Laun, II, 341-351.)

I LIFE AND WORK AS A TEACHER. (Lupton, Introd.)

- 1 The convent for "New Catholics."
- 2 Preceptor of a son of Louis XIV [1689-1695].
 - a His famous work. (Barnard's Jr., XIII, 477-494; XXX, 481-490; Compayré, 177-182).
 - b Books composed for his royal pupil:—
 - 1) *Collection of Fables.*
 - 2) *Dialogues of the Dead.*
 - 3) *The Existence of God.*
 - 4) *Telemachus.*

c Teaching with him an art.

II FÉNELON'S "THE EDUCATION OF GIRLS." (Lupton; Sallwürk.)

1 Written in 1680; published in 1687.

a How the book came to be written.

2 Analysis of the work.

a Importance of the education of girls.

b Defects in the ordinary education of girls.

c Fundamental principles in the education of both boys and girls.

1) Imitation.

2) Indirect instruction.

3) Pleasurable activity.

4) Use of stories.

5) Religious instruction.

d Merits, faults, and duties of women.

III REFERENCES.

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Suggestions as to Reading.

Faguet and Greard in French, and Sallwürk and Schmid in German contain good critical articles, Faguet being particularly good. Sallwürk contains a good sixty-page introduction on the life and writings of Fénelon. The English-reading student will find the articles in Barnard, Compayré, and Williams most useful. Lupton's edition of the *Education of Girls* contains a short biography. Van Laun contains a short chapter on Fénelon in the history of literature. Munroe has but a few pages on Fénelon, though these are good.

C ROLLIN'S PICTURE OF HIGHER EDUCATION.

(Buisson, Pt. 1, tome II, 2620-2624; Compayré, ch. xi; Ferté; Van Laun, III, 19-22; Williams, 281-290.)

I THE TREATISE ON STUDIES [1726-1728].

- 1 Life and work of Rollin [1661-1741].
- 2 A commentary on methods in use at the time.
- 3 The *Treatise*. (Barnard's Jr., XXIII, 17-46; Cadet.)
 - a Elementary education of boys and girls.
 - 1) Theoretical considerations.
 - b The study of languages.
 - 1) A place for French.
 - c Ideas upon the study of history and natural phenomena.
 - d Discipline and moral education.
- 4 His debt to other writers.
- 5 The significance of his *Treatise*.

II REFERENCES.

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- FERTÉ, G. *Rollin*. [Delaplane, Paris, n. d., 1903?]
- VAN LAUN, HENRI. *History of French Literature*, III. [New York, 1876.]
- WILLIAMS, S. G. *History of Modern Education*. [Syracuse, 1896.]
- Suggestions as to Reading.
- Cadet is a valuable work, containing as it does the better parts of Rollin's work, abridged from the three volume [Paris, 1872] edition. Barnard contains about thirty pages of extracts from the more important parts of Rollin's work, and is a valuable English reference. Compayré contains a good chapter on Rollin, with an abstract of his *Treatise*. Buisson, Williams, and Van Laun contain good short articles.

XXVIII LA SALLE, AND THE BEGINNING OF PRIMARY EDUCATION IN FRANCE.

(†Azarias, 207-260; Beaufort, II, chs. i-v; Fontaine, chs. i-v; Schmid, III, Pt. 1, 110-255; IV, Pt. 1, 404-502.)

I EFFORTS MADE BEFORE LA SALLE.

1 Solicitude of the Church as to education during the 16th and 17th centuries.

a Multitude of decrees by Church Councils and exhortations by Bishops. (Ravelet, bk. I, ch. iii, and authorities there cited.)



A FRENCH SCHOOL OF THE 17TH CENTURY.

Redrawn by a modern artist from an old wood-cut by Abraham Bosse [1611-1678]. In redrawing the artist has somewhat modernized the picture. (From Ravelet's *Blessed J. B. de la Salle*, p. 33.)

2 Nature of the educational work of the Catholic Church before the 18th century. (*Allain, chs. iii, iv; †Allain; *Azarias; †Azarias, ch. v; Barnard's Jr., XX, 211-216; Lacroix, ch. x; Ravelet, bk. I, chs. ii, iii; Soulice.)

a The Church Schools. (Ravelet, bk. I, ch. iii.)

1) For whom intended. What was taught.

a) Ordinance of Louis XIV [1698].

- 2) Object of the instruction. Discipline.
- 3) Condition of the teaching force. (Ravelet, bk. I, ch. iii, and 70-75.)
 - a) How masters were secured.
- 4) Supervision of instruction.
 - b Religious foundations [Charity Schools]. (Ravelet, 59-62.)
- 3 Education of girls. (Ravelet, bk. I, chs. iii, iv.)
 - a Separation of the sexes.
 - b Conventual education.
 - 1) Nature and object of instruction.
- 4 Number of teaching Associations formed after 1500.
 - a Associations of women. (*Allain, ch. xii; Ravelet, 75-84.)
 - b Associations of men. (Ravelet, 84-92.)
- 5 Results of these efforts. (*Allain, ch. iv; *Azarias; Ravelet, bk. I, ch. iii.)

II A FEW PROMINENT UNDERTAKINGS.

- 1 The education of girls. (Compayré, ch. x; Williams, ch. viii.)
 - a At Port Royal.
 - 1) Jacqueline Pascal's *Regulations for Children* [1657]. (Buisson, Pt. 1, tome II, 2215-2218.)
 - b Saint Cyr an advanced type.
 - 1) Work of Madame de Maintenon [1686-1692, 1692-1717]. (Buisson, Pt. 1, tome II, 1770-1775, 3079-3091; Faguet, 383-422; Greard, 73-167; Sallwürk, 199-222.)
- 2 The Congregation of the Christian Doctrine, founded by Cesar de Bus at Cavaillon, Avignon, in 1592.
 - a Object to teach the catechism.
 - 1) Free schools opened.
 - 2) Method discussion.
 - b Prominent in the south of France up to the Revolution.
- 3 Efforts of Father Démié [Lyons, 1666]. (*Allain, ch. xi; Buisson, Pt. 1, tome I, 660; Compayré, ch. xii; Ravelet, bk. I, 86-87.)
 - a *His Proposals for the Establishment of Christian Schools for the Poor* [1668].
 - b His instruction. His rules.
 - c Management of the schools at Lyons.
 - d Training and authorization of masters.
- 4 *The Parish School, or the Manner of Properly Instructing the Children in the Little Schools* [Paris, 1655].
 - a This manual long a standard work.
 - b Subjects of instruction.
 - c Primary and secondary education still confused.

III THE WORK OF LA SALLE AND THE BRETHREN. (Barnard's Jr., XX, 211-216; Buisson, Pt. 1, tome II, 1514-1522; Compayré, ch. xii; Fontaine, chs. i-iv.)

- 1 Life [1651-1719] and character. (Ravelet, bk. II.)
- 2 The "Brothers of the Christian Schools" founded in 1684; sanctioned by the King and Pope in 1724. (Barnard's Jr., III, 437-448; Ravelet.)
 - a Early beginnings.
 - b Object of the Institute.
 - c The idea of gratuitous and compulsory instruction.
 - d Difficulties which La Salle had to meet.
- 3 The beginning of free primary instruction in the vernacular in France.
 - a Latin prohibited.
- 4 *The Conduct of Schools* [1720, 1811, 1870].



A BOARDING SCHOOL OF LA SALLE AT PARIS, 1688.

A visit of James II and the Archbishop of Paris to the school. From a bas-relief on the statue of La Salle at Rouen.

- a This the "*Ratio Studiorum*" of the Brothers.
- b Daily work of the schools.
 - 1) The teacher. Methods employed.
 - 2) Class method of instruction introduced.
 - 3) Limited curriculum.
 - 4) Books written for the schools.
- c Discipline.
- d Training of masters. (†Azarias, 250-254; Barnard's Jr., III, 437-448; same art., XXX, 729-735; *Barnard; Ravelet, bk. II.)
- 5 Merits and defects.

IV SPREAD OF THE ORDER. (Ravelet.)

1 Opposition from Church and State.



FRANCE. THE BROTHERS OF CHRISTIAN SCHOOLS IN 1792.
(Map, showing the locations of their communities. From Ravelet's *Blessed J. B. de la Salle*, p. 473.)

- 2 Schools founded in the Provinces, 1699-1703. (Ravelet, bk. II, ch. ix.)
- 3 Schools in the South of France. (Ravelet, bk. II, ch. xii.)
- 4 Extension of the Order. (Ravelet, bk. III.)

1719 Death of La Salle, 26 communities in France and 1 in Rome.

1792 Order suppressed in France. (Ravelet, bk. III, ch. iii.) Schools at this time. (See map, page 182.)

1803 Brothers allowed to reestablish schools.

1838 282 Communities in France. (See map, Syllabus, p. 295.)

1887 Beatification of La Salle. Communities in existence:

Europe, 1627.

France, 1427; Belgium, 65; Italy, 61; Spain, 24; Gt. Britain, 12; Germany, 16 (Alsace-Lorraine, 11); Switzerland, 7; rest of Europe, 13.

Asia, 39.

India, 20; Turkey, 11; China, 8.

Africa, 56.

Algiers (Fr.), 16; Egypt, 5; Madagascar, 5; rest of Asia, 30.

North and South America, 176.

United States [1845-1887], 109; Canada, 49; South America, 18.

V CONDITION AND CONCEPTION OF PRIMARY EDUCATION IN FRANCE BY 1700. (*Allain, chs. iii, iv; †Allain; Arnold, ch. iii; †Azarias, ch. viii; Babeau; Fontaine, ch. v; Kemp, ch. xx; Lacroix, ch. x; Muteau, pt. 2, 375-597; Picavet, ch. ii; Soulice.)

- 1 The Catholic view.
- 2 The French Protestant view.

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3 Suggestions as to Reading.

Of the Authorities in group 1, †Allain, Babeau, Beaurepaire, Muteau, Resbecq, and Soulice are special researches, and will be of interest only to the special investigator. Many additional references of a similar nature will be found under Section XXXIV. *Azarias, which is an abstract of *Allain, and Arnold, Barnard, and Kemp contain good short chapters on the status of elementary education in France after the Reformation. *Allain presents the Catholic view, and Ravelet, under group 2, contains a detailed chapter from a similar point of view. La Croix contains a general chapter on education and the condition of the people, but it is not of first importance. Schmid contains 45 pages on schools and the theory of education in France in the sixteenth century.

Of the Authorities in group 2, Ravelet is the standard work on La Salle, his predecessors, and the work of the Brothers of the Christian Schools. Written from a very sympathetic point of view, it is an eloquent and a valuable contribution, and should be consulted by the general as well as the special student. The many citations to authorities will be appreciated by the special student. *Allain and the chapters cited in †Azarias contain shorter historical sketches, written from the same sympathetic point of view. Buisson contains short biographical and critical sketches of La Salle, Madame de Maintenon, St. Cyr, etc. Faguet contains very good chapters on Madame de Maintenon, Pascal, Fénelon, etc. Greard contains a good detailed chapter on the work of Madame de Maintenon. Sallwirth contains 23 pages on Madame de Maintenon, with a sketch of St. Cyr. Schmid devotes 100 pages to Fénelon, Madame de Maintenon, and education in France in the seventeenth and eighteenth centuries. The chapters in Barnard and *Barnard are good, though the first is short. Perhaps the best condensed chapter on this section of the Syllabus is in Compayré.

The general student will do well to read the chapter in Compayré first, and then supplement this by reading some of the chapters in Ravelet or Azarias for the Catholic point of view, and the chapter in Kemp. See the many citations in the pages of the Syllabus for more detailed suggestions as to reading.

XXIX EDUCATION IN ENGLAND, FIFTEENTH TO THE EIGHTEENTH CENTURY.

(*Barnard, 1-176; Barnard's Jr. as cited; Holman, ch. i; Schmid, III, Pt. 1, 256-439.)

I THE OLD TYPES IN EDUCATION. (Syllabus, sect. XXII.)

- 1 The old Catholic educational system.
- 2 Guild and burgh schools.
- 3 Private schools and tutors.
- 4 Endowed grammar schools.



TITLE-PAGE OF HORNBYE'S HORN-BOOK [1622].

A school boy is being taught to read from a Horn-Book, and is pointing to the letter B with a fescue. (From the title-page of *Hornbye's Horn-Book*, printed in London in 1622.)

II WINCHESTER, THE NEW MODEL SCHOOL. (Aronstein, 46-65; Barnard's Jr., XVI, 497-532; Browning, ch. xii; *Leach; Minchin, 330-407; Staunton, 62-163; Timbs, 21-25; Warner.)

- 1 Foundation deed executed by William of Wykeham [1382].
- 2 Nature of the new school.

- 3 The Statutes of the new school. (*Leach, ch. vi; Warner.)
 - a Provision made for a Warden, Head Master, ten Fellows, three Chaplains, an Usher, seventy Scholars, three Chapel Clerks, sixteen Choristers, and a large staff of servants.
 - 1) Duties of each.
 - 2) Symbolic meaning of the numbers.
 - b The Warden and Fellows the Trustees.
 - c Scholars [Foundationers] vs Commoners [Non-Foundationers]. (*Leach, ch. viii; Warner, ch. iv.)
 - 1) Age, and method of admission.
 - 2) Privileges given to whom.
 - d Connection with New College, Oxford.
- 4 Internal management.
 - a Supervision of a master.



A MASTER AND PUPILS.

(After a wood cut printed by Caxton on the title-page of a copy of *Incipit Donatus Minor*, n. d. From Dibdin's *Typographical Antiquities*, I, 306.)

- b Student control and its results.
 - c Fagging.
- 5 Admission requirements: "Reading, plain song, and Old Donatus."
- 6 Studies and school life. (Barnard's Jr., XXIV, 433-436; Sheldon, ch. iv.)

- a In the fourteenth century. (*Leach, ch. xiv.)
- b In 1550. (*Leach, ch. xx.)
 - 1) School hours. Authors read.
- c Only minor changes until the second half of the nineteenth century. (Syllabus, sect. XL.)

III TWO OTHER EARLY ENGLISH SCHOOLS. (Aronstein, 55-65; Barnard's Jr., VIII, 257-282.)

- 1 Eton, founded by Henry VI [1440]. (*Barnard, 5-9; Clutton-Brock; Cust; Heywood and Wright; Lyte; Minchin, 45-113; Mullinger, I, 301-311; Staunton, 1-61; Timbs, 29-35.)
 - a Connection with King's College, Cambridge.
 - b Statutes almost the same as at Winchester. (Clutton-Brock, ch. i; Cust, ch. i; †Leach, ch. xvi; Lyte, ch. i.)
 - 1) Statute provisions.
- 2 St. Paul's School, London [1512]. (*Barnard, 49-80; Barnard's Jr., XVI, 657-688, XXVIII, 729-736; *Hazlitt, ch. vii; Lupton, ch. ix; Staunton, 164-179; Syllabus, pp. 133-134; Traill, III, 85-98.)
 - a A day *vs* a boarding school, and open to any scholar.
 - b Its Statutes. (*Barnard, above; Barnard's Jr., above; *Hazlitt, ch. vii; Lupton, 271-284; Staunton, 179-185.)
 - 1) For one hundred seventy three scholars.
 - c Studies and purpose.



A MASTER AND PUPIL.

(Title-page of Burley's *de Materia et Forma*, printed at Oxford in 1518.)

IV THE REFORMATION AND EDUCATION IN ENGLAND. (Adams, 14-28; May, II, chs. xviii-xx; Mark, 1-36; Montmorency, ch. iii; Syllabus, p. 151.)

- 1 Suppression of the Monasteries by Henry VIII [1536-1539]. (Aubrey, II, 139-154; Gasquet; Perry, ch. iv; Traill, III, 54-70; Wishart, ch. vii; Wright.)
 - a Effect of this upon education. (†Leach; Mullinger, II, 20-34; Spalding, 5-10.)
- 2 General effect of the Reformation in England upon education. (†Leach; Perry, ch. ix; Spalding, 5-10.)
 - a Comparison with Scotland and Germany as to the forces operating and as to the results attained.
 - 1) Why Germany tended toward a State educational system.
 - 2) Why England tended toward a Church educational system.
- 3 Schools founded by or during the reigns of:—(Adams, 14-28; *Barnard, 81-117; Barnard's Jr., VIII, 257-282, XXVIII, 739-752; Carlisle; †Leach; Spalding, 5-10; Timbs.)
 - a Henry VIII [1509-1547], sixty-three.
 - b Edward VI [1547-1553], fifty. (†Leach; Traill, III, 228-230, 265-266.)
 - c Mary [1553-1558], nineteen.
 - d Elizabeth [1558-1603], one hundred thirty-eight.
 - e James I [1603-1625] and Charles I [1625-1649], one hundred forty-two.
 - f The Commonwealth and the Protectorate [1649-1660]; Charles II [1660-1685], and James II [1685-1688], one hundred forty-six.
 - g The Civil Wars of the 17th Century put an end to the founding of schools.
- 4 The above list includes:—
 - a The following "Great Public Schools." (Arnold; Kegan Paul.)
 - 1) Shrewsbury [1551]. (Staunton, 404-441.)
 - 2) Westminster [1560]. (Airy; Minchin, 274-329.)
 - 3) Rugby [1567]. (Bradby; Minchin, 196-234; Rouse; Staunton, 350-404.)
 - 4) Harrow [1571]. (Minchin, 114-161; Staunton, 302-350; Thornton; Williams.)
 - 5) Charterhouse [1609]. (Minchin, 1-44; Staunton, 257-301; Tod; Wilmot and Streatfield.)
 - b The following famous London Schools.
 - 1) St. Paul's [1512]. (*Hazlitt, ch. vii; Minchin, 235-273.)
 - 2) Merchant Taylors' [1561]. (*Barnard, 9-11; *Hazlitt, ch. ix; Minchin, 162-195; Staunton, 210-256.)

"But first see that they can the Catechisme in English or Latyn, & that every of the said two hundred & fifty

schollers can read perfectly & write competently, or els lett them not be admitted in no wise."—Extract from the Statutes.

3) Christ's Hospital [1619]. (Staunton, 442–480.)

c Dulwich [1619], the last foundation until the Victorian era.

5 Nature and purpose of the schools established. (Carlisle.)

a "Public Schools."

b "Grammar Schools."

1) Many of these only re-endowed Pre-Reformation schools.

a) Retention of the old administrative machinery.

2) Extent to which the early models were followed.



THE FREE SCHOOL AT HARROW.

(Building finished in 1593. From a picture published by Ackermann in 1816 in his illustrated *History of the Colleges of Winchester, Eton, Westminster, Etc.* [4to, 49 colored plates, London, 1816].)

c Subject matter of instruction. (Barker; Field, chs. vi–viii;

*Hazlitt, chs. vi–x, xvi, xviii; †Hazlitt; Keatinge, 131–135; Mark, index; Ray; Timbs.)

1) Studies at Ipswich [1528]. (Barnard's Jr., XXVIII, 737–738; Keatinge, 132–133.)



THE GRAMMAR SCHOOL AT STRATFORD-ON-AVON.

The upper picture shows the Guild Chapel and the exterior of the Grammar School to which Shakespeare went when a boy. The school was founded in the 14th century and the exterior is to-day very much as it was in Shakespeare's time. The school-room is in the upper story of the building. The lower floor was the old Guild Hall, in which meetings were held and companies of strolling players often performed.

The lower picture shows the interior of the Grammar School room. The room itself is much the same as it used to be, but when the building was "restored" in 1892 modern school seats, book cases, and teacher's desk were put in place, so that the furniture gives the room a modern aspect. (From photographs.)

- 2) Eaton in the 17th century. (Cust, 81-103.)
- 3) What Shakespeare learned at school [c. 1674-1680]. (Baynes.)
- 4) School books in use. (*Barnard, 208-224.)
 - a) The Horn Book. (Barnard's Jr., VIII, 310-314, XII, 593-600; Tuer.)
 - d Education of girls. (*Hazlitt, ch. xiii.)

V TRADITIONS ESTABLISHED.

- 1 The "English Public School System" as established by 1600.
- 2 Influence of these schools in fixing the traditions of English secondary education.
 - a Aristocratic nature of these schools.
 - b Opposition of the masters, fellows, and many of the English people to an extension of secondary education.

VI ELEMENTARY EDUCATION.

- 1 The religious troubles of the 17th century engrossed the attention of the clergy, resulting in:—
 - a Stagnation within the Church.
 - b Almost complete neglect of the education of the poor.
- 2 Primary school foundations and Charity Schools belong to the 18th century.
- 3 Conditions not materially changed from what they were before the Reformation. (See Syllabus, pp. 145, 146.)
- 4 Progress in Scotland contrasted with conditions in England. (Barnard's Jr., IX, 215-224; *Hazlitt, ch. xii; Mackintosh, II, 397-405, III, 375-388; Russell; Steven.)
 - a Reason for the difference.

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 - KEATINGE, M. W. *The Great Didactic of Comenius*. [London, 1896.]
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 - MARK, H. T. *History of Educational Theories in England*. [London, 1899.]
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- GRAHAM, H. G. *The Social Life of Scotland in the 18th Century*, II. [London, 2 Vols., 1900.]
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- 3 Authorities relating particularly to early school books and studies in the schools. Also see References under 4 and 5.
- BARNARD, HENRY. The Horn Book; in *Barnard's Jr.*, VIII, 310-314.
- BARNARD, HENRY. A B C. Books and Primers; in *Barnard's Jr.*, XII, 593-600.
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7 Suggestions as to Reading.

The student will probably find the short general chapters in Adams, Holman, Keatinge, Mark, and Spaulding quite useful as an outline. Gasquet, Mullinger, Traill, Wishart, Wright, and Montmorency deal particularly with the effect of the suppression of the monasteries. Gasquet presents the Catholic point of view in a fair and scholarly work. Wishart contains a good popular statement. Wright is a volume of sources, useful chiefly to the specialist. Montmorency represents a vast amount of scholarly research, and is a well written and a valuable work; †Leach is a mine of useful information. Schmid contains a detailed account of English schools and theory in the sixteenth and seventeenth centuries. The citations to Traill, though short, are usually good.

Of the Authorities in group 2, Grant and Stevens are specialized histories. Graham and Mackintosh contain good general chapters. Russell is an abstract of Grant, and as such is valuable. Barnard contains a brief digest of the Scottish Education Acts of 1464, 1560, 1615, 1633, 1696, and 1828.

The Authorities in group 3 bear on special points. All are of value, but Baynes, Field, *Hazlitt, and Tuer are particularly useful pieces of research. †Hazlitt is a bibliography of school books and schools.

Of the Authorities in group 4, Aronstein is a valuable condensed sketch. Most of the references of this group contain extracts from the sources. Lupton is a particularly valuable work. Sheldon and Timbs relate to student life and studies.

Of the Special Histories in group 5, Cust, *Leach, Lyte, and Rouse are perhaps the most valuable, *Leach being particularly useful for the purposes of this section.

The general student will find the citations in *Leach for Winchester, †Leach for Reformation conditions, and *Hazlitt for St. Pauls, Merchant Taylors', and the subject matter of instruction, good ones from which to obtain an outline of this section.

XXX SOME EARLY ENGLISH THEORISTS.

A ROGER ASCHAM, THE HUMANIST [1515-1568].

(Browning 85-90; Fitch, lect. vii; Gill, 4-13; Hazlitt, ch. xv; Katterfeld; *Laurie, ch. vii; †Laurie, ch. v; Mark, index; Payne, 57-63; Quick, ch. vii; Schmid, III, Pt. 1, 349-372; Traill, III, 333-337; Watson, 492-501.)

I HIS LIFE AND TIMES. (*Barnard, 23-38; Barnard's Jr., III, 23-39; Carlisle, 1-45; Giles, I, pp. ix-c; Mayor, 1-56; Watson.)

1 Entered St. John's College, Cambridge, at fifteen.

a His contact with:—

1) Sir John Cheke.

2) Dr. John Readman.

a) Work of these men in preparing the way for the English tongue.

b Became a Fellow after many years of study.

2 Teacher of Queen Elizabeth.

3 A picture of the man.

4 A picture of education at the time.



SEAL OF LOUTH GRAMMAR SCHOOL, A. D., 1552.

(From Green's *Short History of the English People*, Illd. Ed., Harper & Bros., N. Y. Reproduced by permission of the publishers.)

5 The origin of the *Scholemaster*. (See Preface; also *Barnard, 45-55; Barnard's Jr., IV, 155-166; Carlisle, 38-45.)

6 Relations to Sturmius.

II ASCHAM'S *SCHOLEMASTER*. (Arber edition; Barnard's Jr., XI, 57-76; *Laurie, ch. vii.)

- 1 The First Booke—The Brynging Vp of Youth.
 - a Brutality and ignorance of scholemasters. (Arber edition, secs. 60, 70-72; †Barnard, 325-336; Barnard's Jr., XXVI, 325-336.)
 - b Encourage inquiry. (Sect. 64.)
 - c Quicke wittes and harde wittes. (Sects. 73-78.)
 - d Colts better trained than children. (Sects. 83-84.)
 - e The qualities of a goode witte. (Sects. 85-91.)
 - 1) Goode physique and expression.
 - 2) Goode memorie.
 - 3) Giuen to loue of learning.
 - 4) A lust to labor and a wille to take paines.
 - 5) Glad to heare and learne of an other.
 - 6) Desire to searche out any dou(b)te.
 - 7) Loueth to be praised for welle doing.
 - f The dutie of the scholemaster in brynging out these poyntes.
 - g Lady Jane's pleasure in learning. (Sect. 100.)
 - h Bad state of affairs with noble men's children. (Sect. 107.)
 - 1) Payrent's neglect of their dutie.
 - i Trauel in earlie education; the dangers of trauel in Italie. (Sects. 146-176.)
- 2 The Seconde Booke—The Ready Way to the Latin Tong.
 - a Ascham's method.
 - 1) The elementary steps.
 - 2) Advanced work.
 - 3) Books to be read.
 - 4) Influence of Sturmius.

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3 Suggestions as to Reading.

The Arber Edition, printed in London, and in Boston, is the best edition for use. The introduction, bibliography, and explanation of Ascham's method of teaching Latin, though short, are of much value. The extracts in Barnard are of use only when a complete edition is not available.

Of the Secondary Authorities and General Works in group 2, the chapters cited in Fitch, Hazlitt, *Laurie, †Laurie, Payne, Quick, and Watson are all good, and the general student should read one or two of the list. The articles in Browning, Gill, Morley, and Traill are shorter and of decidedly less value than those in the previous group. Mark contains many scattered citations to Ascham. Katterfeld is a German edition of his works, chiefly valuable for a 15-page bibliography. Carlisle, Giles, and Barnard contain additional biographical material.

B JOHN MILTON, THE VERBAL REALIST [1608-1674].

(Brooks, 300-319; *Browning, 90-102; Gill, 13-19; *Laurie, ch. ix; Mark, index; Meyer; Morris, introd.; Quick, 212-218; Schmid, III, Pt. 1, 382-409; Williams, 191-202.)

I HIS LIFE AND CONNECTION WITH THE COMMONWEALTH.

(*Barnard, 160-177; Barnard's Jr., II, 61-76, XIV, 159-177, XXVIII, 383-400; Masson, III.)

1 The early poetic period [1629-1639].

2 The political period [1639-1660].

1640 The Long Parliament opened.

1642 Civil War began. 1645 Nasby.

1644 The Tractate printed.

1649 Charles I executed.

1660 Charles II crowned.

3 The later poetic period [1667-1671].

II THE TRACTATE ON EDUCATION [1644]. (*Barnard, 178-190; Barnard's Jr., II, 76-86, XIV, 177-190, XXII, 181-190, XXIII, 151-160; †Browning Ed.; †Laurie, ch, xii; Masson, III, 186-255; Morris Ed.)

- 1 Defects pointed out.
- 2 The aim of education.
- 3 His plan for education.
 - a The school.
 - b The curriculum outlined.
 - 1) First step, or period.
 - 2) Second step, or period.
 - 3) Third step, or period.
 - c Physical training.
 - d Moral training.
- 4 Method and object of instruction.
- 5 Merits and defects of the Treatise.
- 6 Extent of influence upon his time and upon education.
 - a The Commonwealth Academies.



JOHN MILTON.

(An engraving by Faithorne, taken in crayons, when Milton was 62, for the frontispiece of Milton's *History of Britain*.)

III REFERENCES.

- 1 *Milton's Tractate*.
 BARNARD, HENRY. *Milton's Tractate*; in *Barnard's Jr.*, II, 76-85. Also in XXII, 181-190, and in XXIII, 151-160.
 *BARNARD, HENRY. *English Pedagogy*. [Phila., 1862.]
 †BROWNING, OSCAR. *Milton's Tractate on Education*. Reprint of the 1673 Ed. [Camb. U. Pr., 1895.]
 MEYER, DR. J. B. *Milton's pädagogische Schriften und Aeuszerungen*. (Bibl. Päd. Klass., Vol. XXXI.) [Langensalza, 1890.]
 MORRIS, EDW. E. *Milton's Tractate on Education*. [London, 1895.]
- 2 Secondary Authorities and General Works.
 BARNARD, HENRY. Milton, Biographical and Critical Sketch; in *Barnard's Jr.*, II, 61-76; also in XIV, 159-190.
 BARNARD, HENRY. Milton at Cambridge; in *Barnard's Jr.*, XXVIII, 383-400.
 *BARNARD, HENRY. *English Pedagogy*. [Phila., 1862.]
 BROOKS, PHILLIPS. Milton as an Educator; in *Essays and Addresses*. [New York, 1895.]
 *BROWNING, OSCAR. *Educational Theories*. [New York, 1885.]
 GILL, JOHN. *Systems of Education*. [Boston, 1889.]
 *LAURIE, S. S. *Essays and Addresses on Educational Subjects*. [Camb., 1888.]
 †LAURIE, S. S. *History of Educational Opinion from the Renaissance*. [Cambridge, 1903.]
 MARK, H. T. *History of Educational Theories in England*. [London, 1899.]
 MASSON, DAVID. *The Life of Milton*, III. [London, 1873.]
 QUICK, R. H. *Essays on Educational Reformers*. [New York, 1890 Ed.]
 SCHMID, K. A. *Geschichte der Erziehung*, III, Pt. 1. [Stuttgart, 1892.]

WILLIAMS, S. G. *History of Modern Education*. [Syracuse, 1896.]

3 Suggestions as to Reading.

Of the editions of the *Tractate*, the ones edited by †Browning or Morris are the most satisfactory. Both contain good introductions and notes, but in this respect Morris is perhaps the better.

Of the Secondary Authorities and General Works, Masson contains an excellent chapter on Milton, Hartlib, and Comenius, and an analysis of the *Tractate*, and is the best, though the longest, of the references. After this, *Laurie, †Laurie, and Quick are perhaps the most valuable. Brooks contains a good essay. Mark contains many scattered references to Milton and his work. *Barnard contains a good sketch of the life and times of Milton, condensed from Masson's *Life*. The chapters in Browning, Gill, and Williams are short and somewhat unsatisfactory.

C RICHARD MULCASTER, THE REALIST [1531-1611].

(Hazlitt, ch. xv; *Quick, ch. viii; Schmid, III, Pt. 1, 372-381; Watson; Williams, 107-113.)

I HIS LIFE. (Oliphant, p. xiii-xix; *Quick, ch. viii; †Quick, 299-309.)

- 1 Studied at Eton, Cambridge, and Oxford.
- 2 After graduation [1555] became a London schoolmaster.
- 3 Head-Master of Merchant Taylors' School in London. (Hazlitt, ch. ix.)
- 4 Master of St. Paul's School [1596-1608].
- 5 Rector of Stanford Rivers [1598-1611].
- 6 His books:—
 - a *Positions* [1581].
 - b The *Elementarie*, Part I [1582]. (†Quick; Watson.)

II EDUCATIONAL PRINCIPLES ADVANCED BY MULCASTER.

(*Barnard, 177-184; Barnard's Jr., XXIV, 179-184, XXVIII, 743-748; Oliphant; *Quick, ch. viii; †Quick Ed., index.)

- 1 Development the aim of education.
 - a Of the mental powers.
 - b Of the body.
 - 1) Use of gymnastics and games.
- 2 Adaptation of knowledge to the pupil taught. (†Quick, ch. xlii.)
 - a The subject matter of instruction.
 - b The method of teaching.
- 3 Importance of primary education. (†Quick, ch. xli.)
 - a Kind of teachers needed.
 - b Training for teachers. (†Quick, ch. xli.)
- 4 Importance of a proper development of the brain. (†Quick, chs. iii-vi.)
 - a Danger from pressure and one-sided training.
- 5 Use of the mother tongue. (†Quick, ch. v.)
 - a In the elementary school; six to twelve years.
 - 1) Subjects to be taught there.
 - a) Radical nature of the proposals.

- 6 The education of girls. (†Quick, ch. xxxviii.)
- 7 The scope of education. (†Quick, chs. xxxvi, xxxvii.)
 - a The common right of all.
 - b The advisability of further general education.
 - c For whom higher education is intended.
 - 1) This idea in English education.

III MULCASTER'S PLACE IN THE HISTORY OF EDUCATION.

- 1 Comparison of the ideas of Mulcaster and Montaigne.
- 2 Emphasis of new points in education.
- 3 His broad conception of purposes and means.
- 4 Why his theories had so little influence on the educational thought of his time.

IV REFERENCES.

- 1 Mulcaster's Educational Writings.
 - OLIPHANT, JAMES. *The Educational Writings of Richard Mulcaster, 1532-1611.* [Glasgow, 1903.]
 - †QUICK, R. H. (Ed.). *Mulcaster's Positions.* Reprint of the 1561 Ed. [London, 1887.]
- 2 Secondary Authorities and General Works.
 - BARNARD, HENRY. *Mulcaster's Positions*; in *Barnard's Jr.*, XXIV, 179-184; also in XXVIII, 743-748.
 - *BARNARD, HENRY. *English Pedagogy, Old and New, 2d Series.* [Phila., 1862.]
 - HAZLITT, W. C. *Schools, School-Books, and Schoolmasters.* [London, 1887.]
 - *QUICK, R. H. *Essays on Educational Reformers.* [New York, 1890 Ed.]
 - SCHMID, K. A. *Geschichte der Erziehung*, III, Pt. 1. [Stuttgart, 1892.]
 - WATSON, FOSTER. *Richard Mulcaster and his "Elementarie"; in his Mulcaster and Ascham.* [London, 1893.]
 - WILLIAMS, S. G. *History of Modern Education.* [Syracuse, 1896.]
- 3 Suggestions as to Reading.

Both of the editions of Mulcaster's Educational Writings are carefully edited and both contain a good short biographical sketch. The student would do well at least to look over the analytical table of contents of the "Positions" and read at least one of the chapters.

Of the Secondary Authorities, *Quick contains the best general article. Watson is good on the "Elementarie." Hazlitt and Williams are also useful, though not to be preferred to *Quick. Barnard contains a brief biographical note and a short digest of the "Positions."

D SOME EARLY ENGLISH REALISTS.

(Barnard's Jr., XXII, 25-32; Mark, index; Quick, ch. xii.)

I PROPOSALS FOR ADVANCEMENT AND REFORM.

- 1 John Brinsley [1587-1665].
 - a His *Ludus Literarius, or The Grammar Schooles* [1612]. (†Barnard, 185-188; Barnard's Jr., XXIV, 186-189.)

- 1) School life in 1612. (Ch. xxx.)
 - b His *Consolations for Ovr Grammar Schooles* [1622].
- 2 Sir William Petty [1623-1687]. (Bevan.)
 - a His *Epistle to Hartlib*, containing a plan for a trade or industrial school [1647]. (*Barnard, 199-209; Barnard's Jr., XI, 199-208; XXII, 199-208.)
- 3 John Dury.
 - a His *The Reformed Schools* [1649].
- 4 Samuel Hartlib [d. 1670?].
 - a His general interest in education. (Direks; Masson, III, 193-231.)
 - b His *Proposition for Erecting a College of Husbandry* [1651]. (*Barnard, 191-198; Barnard's Jr., XI, 191-198, XXII, 191-198.)
 - c His numerous pamphlets. (Direks, 51-88.)
- 5 Charles Hoole [1610-1666]. (Barnard's Jr., XVII, 191-195; †Watson, 433-439.)
 - a *A New Discovery in the Old Art of Teaching Schools* [1659]. Its divisions:—
 - 1) *The Petty Schools*. (†Barnard, 193-208; ‡Barnard, 401-413; Barnard's Jr., XVII, 195-208, XXX, 401-413; ‡Watson, 526-533.)
 - 2) *The Usher's Duty*. (†Barnard, 225-266; Barnard's Jr., XVII, 225-266.)
 - 3) *The Master's Method*. (†Barnard, 267-292; Barnard's Jr., XVII, 267-292.)
 - 4) *Scholastick Discipline*. (†Barnard, 293-324; Barnard's Jr., XVII, 293-324; §Watson, 583-592.)
 - b *The Visible World* [1659]. (†Barnard, 190-193, 208-224; †Watson, 433-439.)
 - c Hoole's curriculum in detail for each Form. (*Watson.)
- 6 Abraham Cowley [1618-1667].
 - a His *Plan for a Philosophical College* [1661]. (Barnard's Jr., XVII, 327-336; XXII, 209-215.)

II VALUE OF THE WORK OF THESE EARLY ENGLISH REALISTS.

III REFERENCES.

1 Reprints of Sources.

*BARNARD, HENRY. *English Pedagogy*. (For Hartlib and Petty.) [Phila., 1862.]

†BARNARD, HENRY. *English Pedagogy, Old and New, 2d Series*. (For Hoole and Brinsley.) [Phila., 1862.]

‡BARNARD, HENRY. *Kindergarten and Child Culture Papers*. (For Hoole.) [Hartford, Rev. Ed., 1890.]

COWLEY, ABRAHAM. Plan of a Philosophical College; in *Barnard's Jr.*, XVII, 327-336; same article in XXII, 209-218.

HARTLIB, SAMUEL. Propositions for a College of Husbandry; in *Barnard's Jr.*, XI, 191-198; same article in XXII, 191-198.

HOOLE, CHARLES. Extracts from Works; in *Barnard's Jr.*, as follows:

a The Petty Schools, XVII, 191-207; XXX, 401-413.

b The Usher's Duty, XVII, 225-265.

c The Master's Method, XVII, 267-292.

d Scholastick Discipline, XVII, 293-324.

PETTY, SIR WM. Plan of a Trade School; in *Barnard's Jr.*, XI, 199-208; same article in XXII, 199-208.

*WATSON, FOSTER. *The Time Tables and Syllabus of Work of a Commonwealth School*; in *Sch. Rev.*, X, 304-312. [April, 1902.]

2 Secondary Authorities and General Works.

BARNARD, HENRY. Individual Promoters of Realistic Instruction; in *Barnard's Jr.*, XXII, 25-32.

BEVAN, WM. L. *Sir William Petty; A Study in Economic Literature*. (Am. Econ. Assoc. Monographs, IX, pt. 4.) [1894.]

BRINSLEY, JOHN. *Ludus Literarius*; in *Barnard's Jr.*, XXIV, 186-189.

DIRCKS, H. *A Biographical Memoir of Samuel Hartlib*. [London, 1860.]

MARK, H. T. *History of Educational Theories in England*. [London, 1899.]

MASSON, DAVID. *The Life of Milton*, III. [London, 1873.]

QUICK, R. H. *Essays on Educational Reformers*. [New York, 1890 Ed.]

*WATSON, FOSTER. *The Time Table and Syllabus of Work of a Commonwealth School*; in *Sch. Rev.*, X, 304-312. [April, 1902.]

†WATSON, FOSTER. Charles Hoole, a Schoolmaster of the Commonwealth; in *Sch. Rev.*, IX, 433-439. [Sept., 1901.]

‡WATSON, FOSTER. Charles Hoole and Elementary Education; in *Sch. Rev.*, IX, 526-533. [Oct., 1901.]

§WATSON, FOSTER. Charles Hoole's "Scholastic Discipline"; in *Sch. Rev.*, IX, 583-592. [Nov., 1902.]

3 Suggestions as to Reading.

The reprints of the various treatises contained in the various publications by Barnard are all valuable and interesting as source material. Of the Secondary Authorities, the articles by Watson are well-written and are particularly valuable. The Memoir by Dircks contains a good biographical sketch and bibliography of Hartlib's publications, as well as a reprint of one of his pamphlets. The pages cited in Masson are also good on the relations of Hartlib and Comenius. Both of these works are cited again later on under Comenius. Barnard and Quick contain short general articles on the early realists. Bevan is a special research, of but minor value to the student of educational history. Brinsley, in *Barnard's Jr.*, is a short abstract of the treatise. Marks contains a number of scattered references to the work of these early reformers.

XXXI THE NEW SCIENTIFIC METHOD.

(Beard, ch. xi; Paulsen, I, 480-501.)

I INFLUENCES OPERATING TOWARD A SCIENTIFIC AWAKENING IN EUROPE. (Fischer, 121-136; Nichol, II, pt. 1, chs. iii-iv.)

- 1 Free life and bold independence of the Universities. (Syllabus, p. 118.)
- 2 The Renaissance. (Syllabus, pp. 128-129, 131-132, 134.)
 - a Criticism of recovered texts.
 - b Reconstruction; comparison; inference; questioning.
 - c Awakening of a scientific spirit.
- 3 Introduction of Arab learning into Christian Europe. (Syllabus, p. 94.)
- 4 The invention of printing. (Syllabus, pp. 134-135.)
- 5 Geographical discovery. (Syllabus, pp. 135-136.)
- 6 Influx of Greek scholars before and after 1453.
- 7 The religious discussions preceding the Reformation.
 - a The growing tendency to appeal to reason.
- 8 Increasing desire for new knowledge.
 - a The alchemists of the 13th-15th centuries.
 - b Popularity of mathematical and astronomical subjects.
 - 1) Ptolemy's *Almagest*.
 - c Popularity of books of travel.
 - 1) Waldenseemüller's *Introduction to Geography* [1507].

II THE BEGINNINGS OF MODERN ASTRONOMY, PHYSICS, AND CHEMISTRY. (*Cajori, 156-183; †Cajori, 27-48; Hallam, IV, ch. viii; Nichol, II, pt. i, chs. iv-v; Routledge, ch. iv; Wheelwell, I, bk. 5.)

- 1 Nicholas Copernicus [1473-1543]. (Lodge, ch. i.)
 - a His *De Revolutionibus Orbium Celestium* [1543].
 - 1) The new system.
 - 2) His method of work.
- 2 Tycho Brahé [1546-1601]. (Lodge, ch. ii.)
 - a His careful observations at Uraniburg [1576-1597].
 - b Confuted the Aristotelians and destroyed the theory of crystalline spheres.
 - 1) His method of work.

- 3 John Kepler [1571–1630]. (Lodge, ch. iii.)
 - a His *New Astronomy, or Commentaries on the Motions of Mars* [1609].
 - 1) His three laws of motion.
 - 2) Prepared the way for Newton.
- 4 William Gilbert [1540–1603].
 - a His *De Arte Magnetica* [1600].
 - b His method much more valuable than his results.
- 5 Galileo Galilei [1564–1642]. (*Ball, 218–222; Caird, 89–123; Lodge, ch. iv, v; Routledge, ch. v.)
 - a Showed the Aristotelians a new method at Pisa [c. 1590].
 - b The new star of 1594. The telescope. The pendulum.
 - c Discovered Jupiter's satellites [1610]. Saturn's rings.
 - d Called to Rome [1615]. The Copernican theory condemned [1616].
 - e Galileo published his *Dialogues* [1632].
 - f Condemned by the Cardinals of the Inquisition [1633]. (Fischer, 133–136; Lodge, ch. v; Routledge, 114–125.)
 - 1) Sentence and abjuration. (Routledge, 119–123.)
- 6 Chemistry in the 16th century. (Routledge, 97–103.)
 - a Paracelsus [1493–1541], professor of surgery at Bâle, applied chemistry to medicine.
 - b Agricola [1494–1555], applied chemistry to metallurgy.
 - c Bernard Palissy [1500?–1588], applied chemistry to the arts.
- 7 The new method of study and the new field of investigation opened up.
 - a The method more valuable than the results.

- III FRANCIS BACON [1561–1626]. (*Barnard, 77–79; †Barnard, 273–290; Barnard's Jr., V, 663–681; Beard, ch. xi; Caird, 124–156; †Cajori, 48–50; Dittes, 188–196; Ency. Brit., art. Bacon; Fowler 1–145; Laurie, ch. x; Munroe, ch. iii; Paulsen, I, 480–491; Routledge, ch. vi; Schmid, III, Pt. 1, 410–439; Williams, ch. v.)
- 1 His political fortunes. (Macaulay; Nichol, I.)
 - 2 *Instauratio Magna*.
 - a Design, plan, and progress. (Nichol, II, pt. 2, ch. i, and pp. 258–259.)
 - 3 The dignity of knowledge, his *Advancement of Learning* [1603–1605]. (Nichol, II, pt. 2, ch. ii; Wright Ed., introd.)
 - 4 Human reason in the investigation of phenomena,—his *Novum Organum* [1620]. (Barnard's Jr., V, 654–674; Fowler; Munroe, ch. vi; Nichol, II, pt. 2, ch. iii.)
 - a Insufficiency of the method of argumentation.

- b Analysis and formulation of the inductive method.
 - 1) Its fruitfulness in the hands of his successors.
 - c Pointed out the immense field in which the method might be used. (Fowler, 126-131.)
 - d Knowledge a process, not an end.
 - 5 Bacon's contribution to scientific progress. (*Barnard, 79-95; Barnard's Jr., V, 674-681; Fowler, 98-131; Munroe, ch. vi; Rémusat, bk. 4, ch. ii.)
 - a Renaissance energy turned in a new direction.
 - b Effect of his work on educational method. (Laurie, ch. x.)
 - 1) Application to education,—Comenius. (Syllabus, sect. XXXII.)
- IV RENÉ DESCARTES [1596-1650], THE FOUNDER OF MODERN PHILOSOPHY. (*Cajori, 183-199; Fischer; Huxley, I, 166-198; Lewes, II, 1st Ep., ch. iii; Paulsen, I, 480-491; Torrey, 1-34; Williams, ch. v.)
- 1 State of philosophy at the time of Descartes. (Lowndes, 1-43.)
 - 2 He rejected all that had gone before.
 - a His method.
 - b The evidence basis. (Lévy-Bruhl, ch. i.)
 - 3 His *Discours de la Methode* [1637]. (Compayré, 187-192; Lévy-Bruhl, ch. ii; Torrey.)
 - a Why published his work in French instead of Latin.
 - b The new and the old subjects.
 - c Inquiry and reason instead of authority.
 - d Observation and experiment.
 - e He both formed and expressed the spirit of his age.
 - f Completely displaced Aristotle in the popular mind. (Fowler, 72-86.)
 - 1) Opposition of the Universities and the Jesuits.
 - 4 Descartes's work as a mathematician. (*Ball, 236-247; *Cajori, 183-199; Lodge, ch. vi; Routledge, 148-168.)
 - a The new Cartesian Geometry [1637].
 - b His work on optics, refraction, lenses, and the spectrum.
- V SIR ISAAC NEWTON [1642-1727]. (*Ball, ch. xvi; †Ball, chs. iv, v; Fowler, 121-126; Lodge, chs. vii-ix; Routledge, ch. viii; Whewell, II.)
- 1 His *Principia* [1687]. (Lodge, ch. ix.)
 - a His three "Laws of Motion."
 - b His "Law of Gravitation."

- c The motions of planets and comets demonstrated. The tides explained. Kepler's laws demonstrated. Dynamics reduced to an exact science.
 - d Discovered [with Leibnitz] the Calculus.
 - e Experimented with the spectrum [1666]. Explained the nature of light.
 - f Other scientific work.
- 2 Opposition to his theories.



GRANTHAM FREE GRAMMAR SCHOOL.

(The school attended by Isaac Newton as a boy. A good picture of the exterior of such a school, that of the Old Grammar School at Taunton, will be found in Green's *Short History of the English People*, Illd. Ed., II, p. 606.)

VI INFLUENCE OF THE NEW MOVEMENT. (Barnard's Jr., XXII, 33-38.)

1 The rise of learned societies.

- 1603 The Lyncean Society at Rome.
- 1619 Jungius founded the Natural Science Association at Rostock.
- 1657 The Academia del Cimento at Florence.
- 1645 The Royal Society of London. Meetings held in 1645; constituted in 1660; chartered, 1662. (Fowler, 112-119.)
- 1662 The Imperial Academy of Germany.
- 1666 The Academy of Sciences in France.
- 1675 National Observatory at Greenwich.

2 On the universities.

- a Studies in the sixteenth century. (†Barnard, 261–272; Barnard's Jr., V, 535–540, 655–662; Schmid, III, Pt. 1, 271–290.)
- b Baconian philosophy studied at both Oxford and Cambridge by 1675. (Fowler, 119–121.)
- c Newtonian philosophy taught at Oxford by the beginning of the eighteenth century, and well established by 1740. (Wordsworth, 64–81.)
- d Cambridge became the center for mathematical study, and under the influence of the Newtonian philosophy, mathematics took the place held by logic in the mediæval university.
 - 1) Course of reading and books used at Cambridge. (†Ball, 92–95, 156–158; Wordsworth, 64–81.)
 - 2) Studies at Cambridge, 1815–1818. (Wordsworth, 76–78.)
- e Mathematical and scientific studies on the Continent.
 - 1) Rejuvenescence of the University of Paris [1680–1700]. Cartesian philosophy introduced.
 - 2) The German Universities. (Paulsen.)

VII FURTHER ADVANCES.

- 1 In the 17th century.
- 2 In the 18th century.

VIII REFERENCES.

- 1 Works having particular reference to the history of scientific discovery.
 - *BALL, W. W. R. *Short History of Mathematics*. [London, 1888.]
 - †BALL, W. W. R. *History of Mathematics at Cambridge*. [London, 1889.]
 - BEARD, REV. CHAS. *The Reformation of the 16th Century in its Relation to Modern Thought and Knowledge: Hibbert Lectures*, 1883. [London, 1884.]
 - *CAJORI, F. *A History of Mathematics*. [New York, 1893.]
 - †CAJORI, F. *A History of Physics*. [New York, 1899.]
 - FINK, DR. KARL. *Brief History of Mathematics*. [Chicago, 1900.]
 - FISCHER, KUNO. *Descartes and his School*. [London, 1887.]
 - HALLAM, HENRY. *Literature of Europe in the Middle Ages*, IV, viii. [4th Rev. Ed., 1853; New York, 1887.]
 - LODGE, OLIVER. *Pioneers of Science*. [London, 1893.]
 - ROUTLEDGE, R. *A Popular History of Science*. [London, 1881.]
 - WHEWELL, WM. *History of the Inductive Sciences*. 3 Vols. [London, 1847.]
- 2 Sources and Secondary Authorities relating to the work of Bacon and Descartes.
 - CAIRD, EDW. *University Addresses*. [Glasgow, 1898.]
 - CHURCH, R. W. *Bacon*. (*Eng. Men of Letters Series*.) [New York, 1884.]
 - COMPAYRÉ, G. *History of Pedagogy*. [Boston, 1885.]
 - FISCHER, KUNO. *Descartes and his School*. [London, 1887.]
 - FOWLER, THOS. *Bacon's Novum Organum*. [Oxford, 2d Ed., 1889.]
 - HUXLEY, THOS. H. *Methods and Results*; Vol. I of *Collected Essays*. [New York, 1897.]

- LAURIE, S. S. *History of Educational Opinion from the Renaissance*. [Cambridge, 1903.]
- LÉVY-BRUHL, LUCIEN. *History of Modern Philosophy in France*. [Chicago, 1899.]
- LEWES, GEO. H. *The History of Philosophy*, II. [London, 5th Ed., 1880.]
- LOWNDES, RICHARD. *René Descartes; his Life and Meditations*. [London, 1878.]
- MACAULAY, T. B. *Lord Bacon; in Critical and Miscellaneous Essays*. II.
- NICHOL, JOHN. *Francis Bacon; his Life and Philosophy*. 2 Vols. [Lond., 1889.]
- RÉMUSAT, CH. DE. *Bacon, sa vie, son temps, sa philosophie, et son influence jusqu'à nos jours*. [Paris, 3d Ed., 1877.]
- SCHMID, K. A. *Geschichte der Erziehung*, III, Pt. 1. [Stuttgart, 1892.]
- SELBY, F. G. *Bacon's The Advancement of Learning*. 2 Vols. [Lond., 1892, 1895.]
- TORREY, H. A. P. *The Philosophy of Descartes*. [New York, 1892.]
- WRIGHT, WM. ALDIS. *Bacon on the Advancement of Learning*. [Oxford, 1885.]
- 3 Works having particular reference to the condition of higher education during the period, and the influence upon education of the new scientific method.
- BARNARD, HENRY. *Universities in the 16th Century* (Raumer); in *Barnard's Jr.*, V, 535-540. (Also in †Barnard.)
- BARNARD, HENRY. *Verbal Realism* (Raumer); in *Barnard's Jr.*, V, 655-662.
- BARNARD, HENRY. *Lord Bacon, his Philosophy and Influence upon Education* (Raumer); in *Barnard's Jr.*, V, 663-681. (Also in *Barnard.)
- *BARNARD, HENRY. *English Pedagogy*. [Philadelphia, 1862.]
- †BARNARD, HENRY. *German Teachers and Educators*. [New York, 1863.]
- DITTES, F. *Geschichte der Erziehung und des Unterrichtes*. [Leipzig, 1890.]
- MUNROE, J. P. *The Educational Ideal*. [Boston, 1895.]
- PAULSEN, FR. *Geschichte des gelehrten Unterrichts*, I. [Leipzig, 2d Ed., 1896.]
- SCHMID, K. A. *Geschichte der Erziehung*, III, Pt. 1. [Stuttgart, 1892.]
- WILLIAMS, S. G. *History of Modern Education*. [Syracuse, 1896.]
- WORDSWORTH, CH. *Scholæ Academicæ; Studies at the English Universities in the 18th Century*. [Cambridge, 1877.]

4 Suggestions as to Reading.

Of the Works relating to Scientific Discovery, those by Ball, Cajori, and Fink are useful condensed histories. Routledge is an excellent popular history of scientific progress, and ought to be owned and read by every scientific student. Lodge contains a number of charmingly written sketches, which many students prefer to the chapters in Routledge. Whewell was long a standard, but is now in part superseded by later writers. The same may be said of Hallam. Fischer contains a good clear account of the progress of scientific knowledge, and is excellent on Descartes, though quite long. Beard contains an excellent chapter on the rise of the philosophical method and the progress of scientific investigation.

Of the Authorities in group 2, Church, Fischer, Fowler, Lewes, Lowndes, Nichol, and Rémusat are to be especially commended, though all are somewhat long. Chapter viii in Church, the few pages on Descartes in Compayré, and the chapters in Laurie, and Lévy-Bruhl will be nearer what the average student will need.

Of the Authorities in group 3, the chapters in Barnard are all good. Munroe contains an excellent short chapter on Bacon. Paulsen is good on the ideal in education. Schmid is on the work of the English universities in the seventeenth and eighteenth centuries. Williams has a chapter on the characteristics of the seventeenth century education. Wordsworth is a valuable special investigation.

Much of this section will need to be explained by the instructor, but the general student will find that he can read the citations in Lodge, Routledge, Laurie, and Monroe with profit. The chapter in Church on Bacon's philosophy, or the article in Barnard on Bacon might well be added.

XXXII TWO SEVENTEENTH CENTURY INNOVATORS.

A WOLFGANG RATICHIUS (RATICH, RATKE) [1571-1635].

(*Barnard, 343-370; Barnard's Jr., V, 229-256, VI, 459-466; Browning, 51-56; Dittes, 144-156; Fischer, 67-77; Paulsen, I, 460-465; Plath, §15; Quick, ch. ix; Regener, 91-98; Schiller, 149-167; Schmid, III, Pt. 2, 1-92; Williams, 154-162; Ziegler, 146-154.)

I RATKE AND HIS SCHEME OF EDUCATION.

- 1 His life. (Vogt, 6-184.)
- 2 His address to the Princes at the Electoral Diet, Frankfurt-am-Main, 1612. (Richter, pt. ix, 24-32.)
 - a The startling proposals regarding education.
 - 1) Favorable report on by Jung and Helwig. (Richter, pt. ix; Vogt, 228-235.)
 - 2) Ready acceptance of any remarkable scheme a characteristic of the period.
 - b Augsburg tried Ratke's Method.
 - c Koethen also tried the new method. (Richter, pt. xii.)
 - 1) Nature of the school.
 - 2) Method of teaching.
 - 3) The result.
 - d Favorable report on to Oxenstiern [1634]. (Richter, pt. xii, 110-125.)
- 3 Rules laid down in the *Methodus Nova* [Leipzig, 1617]. (Vogt, 185-227.)
 - a The order of nature.
 - b One thing at a time.
 - c Repetition.
 - d Use of the mother tongue.
 - e Every thing without constraint.
 - f Learning by heart.
 - g Uniformity.
 - h Things *vs* words.
 - i Individual experience and contact *vs* authority.
- 4 Pioneer work in method.
 - a Comparison with Ascham.
 - b Contribution to educational progress.
 - c Work in counteracting the influence of the Jesuits. (*Barnard, 335-342; Barnard's Jr., VI, 459-466.)

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3 Suggestions as to Reading.

Both of the Sources are very valuable. The first number in the Richter collection contains an introduction and a reprint of the memorial to the Diet of 1612 and the reports of the Jena and Giessen professors; the second contains the Koethen Lehrplan of 1619, the Magdeburg document of 1620, the report to Oxenstiern in 1634, and two of Ratke's Koethen texts. Vogt contains a detailed sketch of Ratke's life, a description of his Didaktik, and a reprint of the reports of the Jena and Giessen professors.

Of the Secondary Authorities, Quick contains the best general chapter for the English reading student. The articles in Barnard are also very good. Williams contains a short condensed sketch which is good. Of the German works, Dittes, Paulsen, and Ziegler contain good general chapters. Schmid contains a detailed 90 page sketch. Fischer contains a good analytical outline, written in easy German. Plath, Regener and Schiller contain short general articles, useful as an outline or for practice in reading German.

The general student would best read the chapter in Quick, and supplement this with the articles in Barnard.

B JOHN AMOS COMENIUS [1592-1671].

(Browning, 56-68; Compayré, 122-137; Davidson, 190-208; Dittes, 156-166; Fischer, 77-97; Hark; †Laurie, ch. vi; Munroe, ch. vi; Paulsen, I, 465-470; Plath, § 16; Quick, ch. x; Regener, 98-114; Schiller, 167-190; Schmid, III, Pt. 2, 93-311; Seyffarth; Ziegler, 154-164.)

I HIS LIFE. (Kayser, 1-12; Keatinge, Biog. Introd.; *Laurie; *Monroe, chs. iii-v; Staehelin; Vrbka.)

1 Born in Nivnitz, Moravia, March 28, 1592; died at Amsterdam, November 15, 1671. (*Monroe, ch. iii.)

2 Early education.

3 Studied at the new University of Nassau [1611-1613].

a Read Ratke's *Address* [1612]. (*Monroe, 28-35.)

4 Master of a Latin School at Prerau [1614-1616].

a Studies in method.

5 Pastor at Fulneck [1616].

a Fulneck plundered by the Spaniards [1621]. Manuscripts lost.

b Protestant ministers banished from Moravia [1624].

6 An exile. (*Monroe, ch. iv.)

a Became Master of the school at Lissa, Poland.

b His studies and educational activity during this period.

c Deeply impressed by the work of Bacon. (*Monroe, 23-28.)

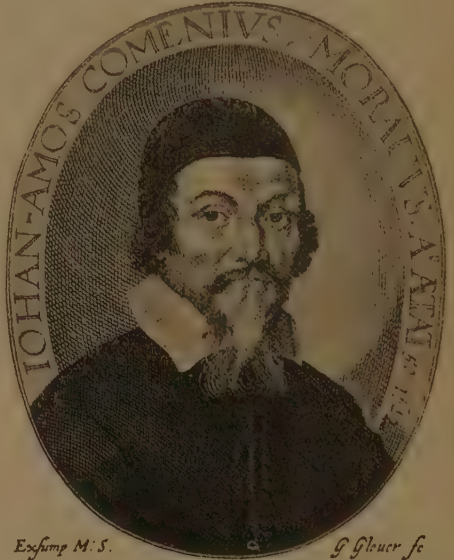
d *The Great Didactic* [1628-1632].

7 Invited to reform the schools of Sweden [1638].

8 His *Pansophia* planned.

a Hartlib published an outline of the plan at Oxford [1637], and a new edition of the same under the title *A Reformation of Schooles* [1642]. (Dirks.)

b Invited by Parliament to England.



Ex temp M. S.

G. Glover sc.

*'Loe, here an Exile' who to serve his God.
Hath sharply tasted of proud Pashur's Red
Whole learning, Piety, & true worth being knowne
To all the world, makes all the world his owne
F. Q.*

(After an engraving by Glover, printed as a frontispiece to Hartlib's *A Reformation of Schooles*, London, 1642.)

- 1) Arrived in London [1641]. (Direks; Masson, III, 193-231.)
- 2) Plan to assign to him a college.
- c Invited to Sweden, and left England [1642].
 - 1) His plan examined by Oxenstiern and Skythe.
 - 2) The result. His labors [1642-1650].
- 9 Invited to Hungary to open a school.
 - a The model school at Saros-Patak [1650-1654].
 - 1) Plan for this school. (Keatinge, 138-147; *Laurie, pt. IV.)
 - b The *Orbis Pictus* written during this period.
10. Said to have been called to the Presidency of Harvard College [1654]. (Blodgett; Compayré, 125; †Monroe.)
- 11 Returned to Lissa [1654]. (*Monroe, ch. v.)
 - a Books and MSS. again destroyed.
 - b Once more a homeless exile.
- 12 Found an asylum at Amsterdam.
 - a His educational writings published [1657].
 - b His death, November 15, 1671.

II EDUCATIONAL METHOD BEFORE COMENIUS. (Keatinge, 103-123; †Laurie; §Laurie, ch. xi; Lippert; *Monroe, chs. i, ii; Vostrovsky.)

- 1 Books in use before his time.
 - a Latin the school language of Christendom.
 - 1) Emphasis given to Grammar. *Donatus*.
 - 2) Melancthon's Latin Grammar [1525] a great advance.
 - 3) Lily's Latin Grammar published in 1513. English edition, 1577. (Hazlitt, chs. viii, x.)
 - b State of arithmetical study. (*Ball, ch. xi; †Ball. 10-18.)
 - 1) Tonstall's *De arte supputandi* [1522], in Latin.
 - 2) Robert Recorde's *Grounde of Arts* [1540].
 - 3) Peter Ramus' *Arithmetic* [1584], in Latin.
 - a) What these represented.
- 2 Colloquies and dialogues of the 16th century.
 - a Nature of these.
- 3 Method used in teaching. Points of emphasis.
 - a Unknown through the unknown.

III COMENIUS' TEXT BOOKS. (Bardeen; *Barnard, 381-395; Barnard's Jr., V, 267-280; Keatinge, Biog. Introd.; *Laurie, pt. III; §Laurie, ch. xi; Maxwell; *Monroe, ch. viii; Williams, 175-184.)

- 1 The *Orbis Sensualium Pictus*. (Bardeen edition; Keatinge, 76; Plath, 135-139.) [Patak, 1654; Nürnberg, 1657.]

Schola. XCVII. Die Schul.



❖❖❖ (199) ❖❖❖

Schola 1 f. 1. est officina, f. 1. in qua novelli animi ad virtutem forman- tur; & distinguitur in classes.	Die Schul 1 ist elue Werckstatt/ in welcher die jungen Gemüther zur Tugend angeweh- (net werden; und wird abgetheilt in Classen.	Novellus, a, um, jung, (neu.) Animus, m. 2. das Gemüt Virtus, f. 3. die Tugend. Classis, f. 3. die Claß.
Præceptor 2 m. 3. sedet in cathedra: 3 discipuli 4 in subsellis; 5 ille docet, hi discunt.	Der Schulmeister 2 sitzt auf dem Lehrstuhl; 3 die Schüler 4 auf Bäncken; 5 iener lehret, diese lernen.	Cathedra, f. 1. der Lehr- stuhl. Discipulus, m. 2. der Schüler. Subsellium, n. 2. die Banc.
Quidam prescribuntur illis creta in tabella. 6 Quidam sedent ad mensam, & scribunt: 7 Ipse corrigit 8 menda.	Etlliche wird ihnen vorgeschrie- ben mit der Kreide an der Tafel. 6 Etlliche sigen am Tische/ und schreiben: 7. Er verbessert 8 die Fehler.	Creta, f. 1. die Kreide. Tabella, f. 1. die Tafel. Mensa, f. 1. der Tisch.
Quidam stant, & recitant, memoria mandata. 9	Etlliche stehen, und sagen her, was sie gelernt. 9	Menda, f. 1. & um, n. 2. die Fehler. Memoria, f. 1. das Ge- dächtnis.
Quidam confabu- (lantur. 10 acerant se petulantes & negligentes: hi castigantur ferula (baculis) 11 & virga. 12	Etlliche schwätzen, 10 und erzeigen sich muthwillig und unfleißig: die werden gezüchtigt mit dem Backel 11 und der Ruthe/ 12	Petulant, o. 3. muthwillig Negligens, o. 3. unfleißig. Ferula, f. 1. (Baculus, m. 2. & um, n. 2.) der Ba- ckel, (Stecken.) Virga, f. 1. die Ruthe.

A SCHOOL IN COMENIUS' TIME.

Facsimile of a page in the *Orbis Pictus*. Reproduced from a copy of the Nürnberg edition of 1740, now in the Hildebrand Library at Stanford University.

A School.

XCVIII.

Schola.



A School, 1.

is a Shop in which
Young Wits are fashion'd
 to vertue, and it is
 distinguished into *Forms*.

The Master, 2.

sitteth in a *Chair*, 3.
 the *Scholars*, 4.
 in *Forms*, 5.

he teacheth, they learn.

Some things

are writ down before them
 with *Chalk* on a *Table*, 6.

Some sit

at a *Table*, and write, 7.
 he mendeth their *Faults*, 8.

Some stand and rehearse

things committed to
 memory, 9.

Some talk together, 10.

and behave themselves
 wantonly and carelessly;
 these are chastised
 with a *Ferrula*, 11.
 and a *Rod*, 12.

Schola, 1.

est *Officina*, in quâ
Novelli Animi formantur
 ad virtutem, &
 distinguitur in *Classes*.

Praeceptor, 2.

sedet in *Cathedrâ*, 3.

Discipuli, 4.

in *Subsellis*, 5.

ille docet, hi discunt.

Quaedam

praescribuntur illis
Cretâ in *Tabellâ*, 6.

Quidam sedent

ad *Mensam*, & scribunt, 7.
 ipse corrigit *Mendas*, 8.

Quidam stant, & reci-
 tant mandata
 memoriae, 9.

Quidam confabulantur,

10. ac gerunt se
 petulantes, & negligentes;
 hi castigantur

Ferulâ (*baculô*), 11.

& *Virgâ*, 12.

AN AMERICAN ORBIS PICTUS.

Facsimile of a page from the first American edition of the *Orbis Pictus*, printed in New York in 1810. This was an American reprint of the twelfth English Edition. The illustrations were redrawn in New York, and in the process of redrawing were very much modernized.

- a The first picture book ever written for children.
 - 1) Success of the book.
- b Basedow's *Elementarwerk mit Kupfern* [1771] (Syllabus, sect. XXXV, C) the first attempt to improve upon it.
- c The new method of teaching which it embodied.

The Portal to the Gate of Tongues.

Quatuor Evangelistæ, quinque sensus, sex profecti dies.	Four Evangelists, five senses, six "working days.	"Not hat- lowed.
Septem petitiones in Oratione Dominica.	"Seven petitions in the Lord's Prayer.	"So the L ^d Bishop of
Octo dies sunt septimana.	Eight days are a week.	Landaff in
Ter tria sunt novem.	Thrice three are nine.	his Treasur ^y
Decem precepta Dei.	Ten Commandments of God,	of the Sa- crament of
Undecim Apostoli, dempro Judâ.	Eleven Apostles, Judas being ex- cepted.	the Lords Supper divides them.
Duodecim fidei articuli.	Twelve Articles of the Faith.	
Triginta dies sunt mensis.	Thirty days are a month.	
Centum anni sunt seculum.	A hundred years are an age:	
Satanas est mille fraudum ar- tifex.	Satan is the forger of a thousand deceits.	

(Part of a page from a Latin-English edition of the *Vestibulum*. From Williams' *History of Modern Education*, p. 181.)

- 2 The *Vestibulum* [1633].
 - a Nature and object of this book.
 - b Illustrative sentences.

RESERATA ET APERTA.		
611 Matrimoniu initurus cælebs, in- nuptus, dispicit sibi quam ambiat virginē nubilem, an viduus viduam,	611 A single man or a bachelor be- ing to match or con- tract marriage, look- eth and considereth whom he may sue for a marriageable virgin, maid, dan- cell, or a widow.	611 D'un jeune gal- çon ou jeune Homme non marié, voulant contracter mariage, regarde à qui il sera l'Amour, à une Pu- celle ou Vierge mari- able, ou étant Vef, à une Vefve.
612 Dos & forma nonnunquam rivales amantes excurrunt.	612 Dowries and beauty des many times call out, stirre and raise up lovers and suitors.	612 Le Doyen ou Dor, & la Beau- te procurent quelque- fois des Amoureux, des Rivaux, Corri- vaux & Sçruteurs.

(Part of a page from a Latin-English-French edition of the *Janua*. From Williams' *History of Modern Education*, p. 182.)

- 3 The *Janua Linguarum Reserata* [1631].
 - a Nature and object of this book.
 - b Effect of its publication.

- c Illustrative pages.
- 4 The *Atrium*.
 - a Nature and object of this book.
- 5 The *Thesaurus*.
 - a A proposed book; nature of.

IV COMENIUS' BOOKS ON METHOD.

- 1 *The Great Didactic*. (Kayser, 13-58; Keatinge; *Laurie, pt. I; †Laurie, ch. vi; §Laurie, ch. xi; *Monroe, ch. vi.)
 - a Written in Czech, 1628-1632; published in Latin at Amsterdam, 1657; forgotten for two centuries; MS. found at Lissa, 1841; published in the original at Prague, 1848; first English edition, 1896.
 - b Analysis of the work. Merits and defects.
 - 1) The ultimate end of life.
 - 2) Education a necessity.
 - a) For both sexes.
 - b) The ideal of service.
 - 3) Why schools have so far failed.
 - a) Possibility of reform.
 - 4) Following nature.
 - a) Analogies drawn.
 - 5) Principles of easy teaching.
 - 6) Specific methods.
 - 7) School discipline.
 - 8) The four-fold division of schools. Studies in each. Age limits. (*Barnard, 395-402; Barnard's Jr., V, 281-286.)
 - a) The Mother-School.
 - b) The Vernacular-School.
 - c) The Latin-School.
 - d) University education.
- 2 *The school of Infancy*. (Kayser, 59-64; *Monroe, ch. vii; §Monroe edition; Richter edition.)
 - a Written in Czech between 1628 and 1630; German edition, Lissa 1633; Latin edition, Amsterdam, 1657; first English edition, 1858.
 - b Analysis of the work.
 - 1) Claims of children.
 - 2) Obligations of parents.
 - 3) Value of primary education.
 - 4) Character of early instruction.

- 5) Physical education.
- 6) Studies; activity; expression; use of language.
- 7) Moral and religious training.
- 8) Extent of home training.
- 9) Preparation for the public school.

V COMENIUS' PLACE IN THE HISTORY OF EDUCATION. (Butler; Davidson, 190-208; Hanus; Hoffmeister; Kayser, 84-148; Keatinge, 124-138, 148-152; *Laurie, Introd. and Concl.; †Laurie; §Laurie, ch. xi; *Monroe, chs. ix, x; †Monroe; Munroe, ch. iv; Müller; Seyffarth; Witte.)

- 1 State of the educational problem in Comenius' time. Work of:—
 - a Luther and Melancthon.
 - b John Sturm at Strassburg.
 - c John Calvin at Geneva.
 - d John Knox and George Buchanan in Scotland.
 - e Roger Ascham and John Milton in England.
 - f Wolfgang Ratke in Germany.
- 2 Debt to, and advances over his predecessors.
- 3 Modern reforms which he anticipated.
- 4 Why he influenced his times so little.

VI PRACTICAL EFFECT OF THE WORK OF RATKE AND COMENIUS.

- 1 Schools and School Orders in German States. (Ziegler, 164-167.)
- 2 Duke Ernst the Pious of Gotha [1601-1675]. (Fischer, 97-101; Nohle, 42-44; Plath, §17; Schmid, IV, Pt. 1, 2-74; Ziegler, 164-167.)
 - a A practical follower of Comenius.
 - b His *Schulmethodus* [1642], or organization plan for the Volksschule. (Plath, 146-153; Seeley, 22-23.)
 - 1) Nature of. School books. Attendance.
 - c Significance of his work.

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2 Important Secondary Authorities.

Comenius Studien. [Znain, 1892.] A collection of six illustrated monographs, as follows:

1 CASTENS, A. *Was muss uns veranlassen im Jahre 1892 das Andenken des Amos Comenius festlich zu begehen*. 24 pp.

2 VRBKA, A. *Leben und Schicksale des J. A. Comenius*. 160 pp. + xiii pp. Bibliography.

3 BÖTTICHER, W. *Die Erziehung des Kindes in seinen ersten sechs Jahren nach Pestalozzi und nach Comenius*. 26 pp.

4 CASTENS, A. *Ueber "Eins ist Noth (Unum necessarium)" von Comenius*, 22 pp.

5 BORNEMANN, K. *Comenius als Kartograph seines Vaterlandes*.

6 GINDELEY, A. *Ueber des J. A. Comenius Leben und Wirksamkeit*.

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3 Important Secondary Authorities containing a good chapter on the life and work of Comenius.

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6 Suggestions as to Reading.

Of the Sources which have been reprinted, Comenius, Keatinge, and §Munroe are especially valuable, and ought to be in every library. The reprint of Comenius' "Orbis Pictus" has been done with care, and Mr. Bardeen has rendered a distinct service in reproducing it. Every student should look the book over at least. Keatinge's edition of "The Great Didactic" is an equally important work, and the critical biography and historical introduction which precede the translation are of the first importance. Monroe's edition of the "Mutterschule" is another important

translation, and the general student, having but little time to give to a study of this section, could still read a few of the chapters with pleasure and profit. The *Monatsschaffe* contains many reprints, extracts from sources, historical articles, etc. Richter is a reprint of an early edition, but is of but minor value in view of Monroe's translation.

Of the Important Secondary Authorities in group 2, *Laurie and *Monroe are the standard English biographies. The American edition of *Laurie contains a good illustrated appendix on the text books of Comenius, and is to be preferred to the English edition. Either of the two biographies is well worth reading. Keatinge, mentioned above, is an equally valuable work. Of the German biographies, Kayser, Seyffarth, Staehelin, and Witte are valuable biographical and critical sketches. Müller is a recent Doctor's thesis at Jena and is a philosophical-historical research. Witte is an address, delivered on the 300th anniversary of Comenius' birth, on the historical significance of the work of Comenius, with reference to the Volksschule. Hoffmeister is relatively of minor value. Maxwell is a review of the "*Orbis Pictus*," the Bardeen reprint being illustrated by pictures selected from this work.

Of the Important Secondary Authorities in group 3, containing a good chapter on the life and work of Comenius, the works by Laurie, Quick, and Munroe should receive particular mention. The address by Butler is an excellent statement. Hanus is also an excellent article. Williams contains a good general article, but it is not to be preferred to Munroe or Quick. Dircks and Masson, two excellent works, contain good chapters on Comenius' visit to London and his relations with Hartlib. Plath has a good general article in German, with short extracts from Comenius' works. Schmid has a long article on Alsted, Ardrea, Comenius, and Duke Ernst, their work, and their relation to one another.

Of the shorter and more general authorities in group 4, Compayré and Kemp are to be preferred of the English references. All of the German references, except Paulsen, contain 15 to 20-page general articles. Fischer has one of the best of the brief articles, it being in the form of an analytical summary.

The references in group 5 all refer to single points, and are cited at the proper places in the Syllabus. Bardeen's brief note on the text-books of Comenius is inferior to Maxwell, cited under group 5, or to the Appendix in Bardeen's edition of *Laurie. Hazlitt has two good short chapters on Lily's famous Grammar and the successors of Lily. Ball relates to the teaching of Arithmetic, and Nohle and Seeley to the work of Duke Ernst. Vostrovsky is an interesting and valuable translation and reprint of a school course of study of the time.

The general student would do best, if he can afford the time, to read *Laurie or *Monroe or the biographical sketch and critical introduction in Keatinge. The style of Laurie is perhaps the most attractive, and Keatinge is most valuable from a critical point of view. After these works, if shorter references are desired, §Laurie or Quick, and Munroe will probably prove of greatest value. The Bardeen edition of the "*Orbis Pictus*" ought to be glanced over, and a chapter or two, at least, of *The School of Infancy* and *The Great Didactic* could be read with profit. The reading might well close with the short addresses by Butler or Hanus.

XXXIII THE APPEAL TO NATURE.

A JOHN LOCKE [1632-1704].

(Lewes, II, 3d Ep., ch. ii; *Quick, ch. xiii; Schiller, 142-149; Schmid, IV, Pt. 1, 343-403; Ueberweg, II, 79-90; Williams, 202-209; Ziegler, 139-146.)

I HIS LIFE. (Bourne; Fowler; Frazer, pt. 1; †Quick, xix-xlvi; Sallwürk, i-lxxii.)

1 Student life at Christ Church,
Oxford [1652-1655].
(Bourne, I, ch. ii; Fowler,
ch. i.)

2 His services to the State.
His exile [1683-1689].
Extradition asked for
[1685]. Pardoned
[1686]. Returned to
England [1689].

3 His habit of writing out his
ideas.

a His theory of life.

4 His work as a tutor.

a To the son of Sir John
Banks [1677-1679].

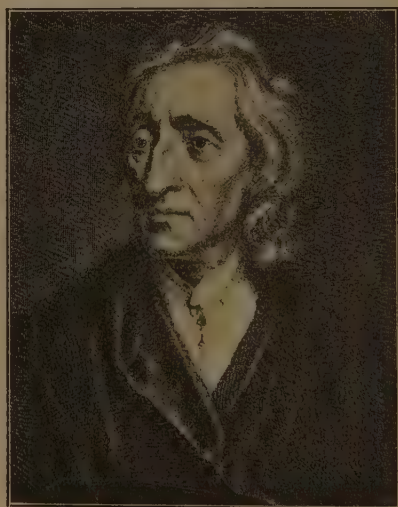
b To the son of Lord
Shaftesbury [1679-
1683].

5 The productive period after
1685.

6 Origin of *The Thoughts on Education*.

a The letters.

b The publication as "Thoughts."



JOHN LOCKE.

(After an engraving by Vertue in Birch's
Heads of Illustrious Persons, 1743.)

II LOCKE'S THOUGHTS ON EDUCATION [1693]. (Section citations
based on †Quick edition; *Barnard, 223-342; †Barnard, 428-
440; Barnard's Jr., VI, 210-222, XI 460-484; Bourne, II, 253-
269; Compayré, 194-211; Fowler, ch. x; Laurie, chs. xiii, xiv, xv;
Leitch, 1-51; Sallwürk.)

1 Physical aspect of education. (Sects. 1-29, 115-116.)

a Care of the body.

- b Diet.
 - c The hardening process.
- 2 Formation of habits. (Sects. 29-43.)
 - a The *tabula rasa* idea of the mind.
- 3 Punishments and rewards.
 - a Nature of. (Sects. 39-66, 76-87, 102-114.)
 - b Dealing with children in general. (Sects. 120-122.)
 - c Relations of father and son. (Sects 94-99.)
- 4 Manners; good breeding.
 - a Influence of example. (Sects. 67-71.)
 - b Importance of the proper choice of a tutor. (Sects. 90-94.)
 - c The requisites of a gentleman. (Sects. 132-145.)
- 5 Intellectual education.
 - a Essentials in the person of a tutor. (Sects. 88-94.)
 - b Pleasurable nature of learning. (Sects. 71-76, 118-131, 148-156.)
 - c Latin and Latin Grammar. (Sects. 164-178.)
 - d The mother tongue. (Sect. 198.)
 - e Other studies. (Sects. 159-163, 178-195.)
 - f Accomplishments. (Sects. 196-199, 206-211.)
 - g Manual arts; learning a trade. (Sects. 200-206, 208-210.)
- 6 Recreation and travel. (Sects. 211-216.)
- 7 Locke's *Plan for Working Schools* for the children of paupers.
(†Quick, xliii-xliv, Appendix A.)

III LOCKE AND HIS TREATISE. (*Barnard, 209-222; †Barnard, 427-440; Barnard's Jr., VI, 209-222; Browning, ch. vii; Davidson, 200-209; Dittes, 166-169; Gill, 19-38; Munroe, 95-123; *Quick, ch. xiii; †Quick, xlii-xliii.)

- 1 The sources of his work. (Lepzien; Mehner.)
- 2 His debt to Montaigne, and his influence upon Rousseau. (Mehner; †Quick, xlii-xliii.)
- 3 For whom intended.
- 4 Locke's educational ideas. (Laurie, chs. xiii, xiv, xv.)
 - a Purpose of instruction.
 - b Method.
 - c Subject matter.
 - d Practice and habit.
 - e Companions. Teachers.
- 5 Locke in relation to his time.
- 6 Locke compared with Comenius.

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SCHILLER, H. *Lehrbuch der Geschichte der Pädagogik*. [Leipzig, 2d Ed., 1891.]

WILLIAMS, S. G. *History of Modern Education*. [Syracuse, 1896.]

ZIEGLER, T. *Geschichte der Pädagogik*. [Munich, 1895.]

4 Suggestions as to Reading.

Of the Sources, †Quick is the standard edition of Locke's "Thoughts on Education." The biographical and critical introduction adds greatly to the value of the work. Sallwürk is a similarly well-prepared German edition.

Of the Important Secondary Authorities under group 2, Bourne, Fowler, and Frazer are good biographies, each of which contains a good chapter on Locke's life at Oxford, but the chapters in these same works on Locke's "Thoughts" are of much less value than the chapters in Munroe, or Quick, or Laurie. Lewes and Ueberweg deal with Locke's place in the history of philosophy. Schmid contains a 60 page article on Locke's ideas and influence. The article in †Barnard is a short sketch of Locke's life and an analysis of his "Thoughts," while the article in *Barnard, reprinted from Barnard's Journal, in addition to the above, contains a series of extracts from the "Thoughts" which embrace more than half of the volume.

Of the Authorities in group 3, containing short general articles, Browning, Compayré, Leitch, and Williams contain the best chapters for the English-reading student. Leitch contains a good account of what Locke proposed. Mark contains many short references to Locke. Gill has a fair general chapter. Schiller and Dittes are quite short, and will be useful chiefly for practice in reading German. Leipzien is a recent Doctor's thesis at Leipzig, 53 pages in length, and on a point of interest only to the special investigator.

The general student will find †Quick's edition of the *Thoughts on Education* the best single reference. The first two references by Barnard also contain good material. After †Quick, Munroe and Laurie, or Munroe and *Quick will probably be of greatest value.

B JEAN-JACQUES ROUSSEAU [1712-1778].

(Browning, ch. ix; Caird, I, 105-146; Carlyle; Clarke, 343-381; †Davidson, 209-219; Dittes, 188-195; Enc. Brit., art. Rousseau; Faguet, 327-408; Fischer, 116-128; Francke, III, 289-397; Graham; Hailman, lect. vii; Kemp, ch. xxii; Lang; Lévy-Bruhl, ch. viii; Jos. Payne, 89-91; Plath, § 20; Schiller, 235-247; Schmid, IV, Pt. 1, 563-612; Van Laun, III, 90-110; Williams, 290-309; Ziegler, 195-198.)

I ROUSSEAU'S LIFE. (*Barnard, 459-463; Barnard's Jr., V, 459-463; Graham; Munroe, ch. vii; Rousseau's *Confessions*.)

1 The dependent and passive period [1712-1741]. (*Davidson, ch. ii; Morley, I, chs. ii, iii.)

a Early life. Care of an aunt. Precocity. Life in the country, eight to ten; and in Geneva, ten to twelve.

1) Nature of his education thus far.

b Apprenticed to an engraver from twelve to sixteen. The result.

c Became a Catholic. Life as a vagabond, sixteen to twenty.

d His life for the next nine years.

2 The independent and productive period [1741-1778]. (*Davidson, ch. iii.)

a Went to Paris in 1741. Secretary to the ambassador to Venice. Parisian life. (Morley, I, ch. vi.)

b The Dijon Academy prize of 1749.

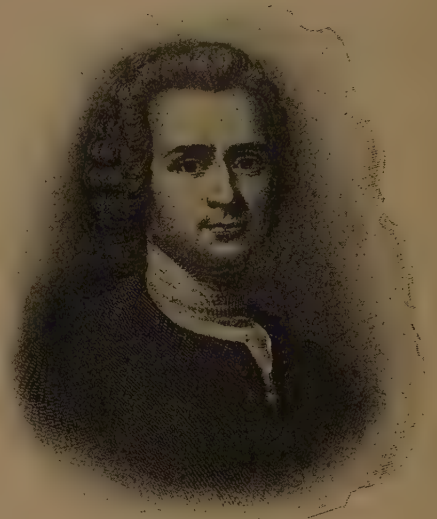
c Identified himself with the common people.

d *The Origin of Inequality* [1753].

e Went to Montmorency to live. The great literary period. (Morley, II, ch. i.)

1) *The New Heloise*. [Finished, 1759; published, 1761.]2) *The Social Contract* [1762]. (Morley, II, ch. iii.)3) *Emile* [1762].3 The storm which the *Emile* caused. Subsequent history.

a His persecutors.



JEAN JACQUES ROUSSEAU.

- b Exile:—Switzerland. England. France. (Morley, II, chs. vi, vii.)
- c Returned to Paris [1770].
- d Death and burial at Ermenonville [1778].
- e His ashes removed to Paris and placed in the Pantheon [1793].
- 4 Character of his life. His aspirations. The result.
 - a His *Confessions*.

II THE TIMES IN WHICH HE LIVED. (*Davidson, ch. i.)

- 1 Writers before Rousseau.
 - a The political theories of Hobbes and Locke.
 - b Montesquieu's *Esprit des lois* [1748].
 - c Morelly's *Code de la nature* [1754].
- 2 Ideas and questions of the age.
 - a The state of "Nature."
 - b The laws of "Nature."
 - c The social contract.
 - d Inequality arising under the social contract.
 - e The ideal and the normal form of human life.
 - f Are men bound to submit to social regulations against their wills.
- 3 Growing tendency to look upon man as the originator of law and the social order, and hence as the master of the universe, resulting in:—
 - a Decline of ecclesiastical authority.
 - b Conception of human duty as the following of Nature.
- 4 Rousseau gathered up these ideas and stated them.
 - a His work opportune.
 - b His work the antithesis of his life.

III ROUSSEAU'S ÉMILE. (*Barnard, 463-484; Barnard's Jr., V, 463-484; *Compayré, ch. xiii; †Compayré, chs. ii-iv; Morley, II, ch. iv; Munroe, ch. vii; Plath, §20; Quick, ch. xiv; Wier.)

- 1 Infancy, or the education of Émile to the age of five. (Émile, bk. 1; *Davidson, ch. v.)
 - a The hand of Nature and the Influence of man.
 - 1) Civilized man = $1/x$.
 - b Education to consider human destiny.
 - c The mother's duty. Duty of the father.
 - d Training the child.
 - 1) The hardening process.
 - e Instruction *vs* guidance.
 - 1) Émile and his tutor.

- 2) Only habits no habits.
- 3) City *vs* country life.
- 2 Childhood, or the education of Émile from the age of five to twelve.
(Émile, bk. 2; *Davidson, ch. vi.)
 - a Punishments.
 - 1) The order of nature; punishment by consequences.
 - b Spoiling the child; a correct start.
 - 1) Reason *vs* commands.
 - c To gain time by losing it.
 - 1) Doing while doing nothing.
 - d Memory and reason go together.
 - 1) Words without ideas.
 - 2) Studies in the early period; books.
 - 3) Learning to read.
 - 4) Study of physics.
 - a) Sense training.
 - 5) Drawing and painting.
 - 6) Geometry.
 - 7) Music.
 - e Education to be emancipation.
 - 1) Émile's free, frank manner.
 - 2) Émile knows his powers.
- 3 Boyhood, or education of Émile from the age of twelve to fifteen.
(Émile, bk. 3; *Davidson, ch. vii.)
 - a Choice in studies.
 - b Order of progress in studies.
 - c "Transform sensations into ideas."
 - 1) Curiosity.
 - 2) Re-discovery.
 - d Method in geography.
 - e Method in physics.
 - f The curse of books.
 - 1) Émile's one book.
 - g "Values men by their trades, things by their usefulness."
 - h Beginning the study of society.
 - 1) Value of life; origin of society.
 - 2) Instability of thrones.
 - a) Approaching revolutions.
 - 3) Independence of the laborer.
 - 4) An honorable trade.
 - a) Learning a trade.
- 4 Adolescence, or the education of Émile from the age of fifteen to twenty. (Émile, bk. 4; *Davidson, ch. viii.)

- a The second birth; the preparation.
 - 1) Now first comes to know suffering, misery, human calamities, and death.
 - a) The heart to be expanded.
- b The study of society as it is.
 - 1) "Through doing good to become good."
- c Study of history and biography to begin.
- d Method of dealing with Émile now.
- e Reason to rule him in the social vortex.
 - 1) His religion.
- f Problem now how to divert his senses and energies.
- g To enter the world at twenty.
 - 1) His wife.
 - 2) The ideal.
- h Émile's simple tastes.
 - 1) Riches do not bring pleasure.
- 5 Youth, or Émile from the age of twenty until his marriage, and the education of his wife, Sophie. (Émile, bk. 5; †Compayré, ch. v; *Davidson, ch. ix.)
 - a Difference between the sexes.
 - b Consequent difference in the education to be given to each.
 - c Nature to be followed in all that characterizes sex.
 - d The object and duty of woman.
 - 1) How this modifies education.
 - e The education of a girl.
 - 1) Physical to take precedence.
 - 2) Amusements.
 - 3) Inconstancy; gentleness; docility.
 - 4) Religious instruction.
 - 5) Study of men.
 - f Sophie described.
- 6 Manhood, or the after life of Émile and Sophie. (*Davidson, ch. x.)
 - a The continuation of the Émile.
 - b Trials and calamities.
 - c Value of Émile's education demonstrated.

IV EFFECT OF ROUSSEAU'S WORK; HIS INFLUENCE. (*Davidson, ch. xi.)

- 1 Effect on France and on Europe of laying bare the defects and abuses in education.
- 2 Great sale of the book.
 - a Morality became a passion. (†Compayré, ch. vi.)
- 3 Influence on French political and religious thought.

- a "Return to Nature" in everything.
- b Emotional faith a substitute for religion.
- c "The Father of Democracy."
- 4 Influence on German thought. (Syllabus, p. 240.)
 - a Kant.
 - b The "Storm and Stress" period of German literature.
- 5 Great influence on education. (*Barnard, 485-486; Barnard's Jr., V, 485-486.)
 - a Education popularized.
 - b Pestalozzi. (Herisson.)
 - c Basedow and German thinkers. (See Syllabus, sect. XXXV, C.)
- 6 The philosophical unsoundness of his educational theories.
 - a His real service.

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4 General Works containing a good, general chapter.

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5 Suggestions as to Reading.

Of the Sources, the translation of the *Émile* by Payne is the standard translation, and contains a good introduction by the translator. The abridged edition, translated by Eleanor Worthington and with a short introduction by Jules Steeg, will probably answer the needs of the general student better than the complete edition. The *Confessions*, a study in mental pathology, while a valuable side-light on the life of Rousseau and the influences under which he worked, are of little value to the average student and may be passed by with advantage. *Davidson gives as much on Rousseau's life as the student will ever need.

Of the Authorities in group 2, *Davidson is the most complete work of a strictly educational nature. In it Rousseau's educational theories are examined in the light of Rousseau's life and the ideas and aspirations current at the time. The result is not particularly favorable to Rousseau. †Compayré, the first in a series of short French biographies known as *Les grands éducateurs* series, is a somewhat more sympathetic work. Morley's two-volume work on Rousseau is excellent, but too long for ordinary use. Craddock is a good book on Rousseau's life, confessions, friendships, and opinions, but bears only indirectly on his educational work. Of the shorter articles, *Compayré, Munroe, and Quick are very good, and probably will form the general student's best references. Lévy-Bruhl contains a good and readable but somewhat general chapter.

Of the Secondary Authorities of lesser importance, Browning, Hailman, Lang, Kemp, and Williams are the most useful. Street and Wier are good short magazine articles, well worth reading. Graham is a good short biography, but has little on Rousseau's educational work. Herisson is a thesis on a single point, and as such is valuable. The articles in the German works are all short and quite general.

All of the General Works of group 4, with the exception of Goldsmith, which is an essay on education thought by some to have served as a suggestion to Rousseau, contain good general chapters on Rousseau's life, work, and place in literature and history, but they are quite general and because of this are of but secondary value to the student of the history of education. Caird, Faguet, and Van Laun are perhaps the best of this group.

The general student, having but a limited amount of time to devote to this section, will probably find Munroe and Quick the most valuable of the shorter general articles. Davidson is the best of the longer English works. If time permits, the abridged edition of the *Émile* might be added. For further suggestions see the pages of the Syllabus.

XXXIV THE REVOLUTION AND EDUCATION IN FRANCE.

(Arnold, ch. iv; Babeau; Barnard's Jr., XX, 217-218; †Compayré, II; Dreyfus-Brisac, III, 250-286; Dumesnil; Duruy; *Min. Publ. Instr., 8-12; ‡Min. Publ. Instr., 1-12; Picavet, 43-64; Teegan, ch. i. For the text of all laws and decrees adopted see Beauchamp, or Gréard.)

I THE DEVELOPMENT OF ABSOLUTE MONARCHY. (Duruy; Lowell; May, II, chs. xii, xiii.)

- 1 The kings:—Louis XIII [1610-1643]; Louis XIV [1643-1715]; Louis XV [1715-1774]; Louis XVI [1774-1789].
- 2 Work of Richelieu [1624-1642] in centralizing power in the hands of the king and breaking down the power of the nobility.
- 3 Triumph of absolute monarchy [1661-1715]; perfection of the administrative machinery; suppression of local liberties.
- 4 The court at Versailles [1682] and the influence of French splendor on Europe; Golden Age in French literature.
- 5 Private policy of Louis XV; reign of favorites; destruction of the power of parliament.
- 6 New taxes; bankruptcy of the nation; decline of agriculture; wretched condition of the common people; general unrest.

II THE OVERTHROW OF THE OLD REGIME. (Duruy; Faguet, 193-278; Lowell; May, II, ch. xvi.)

- 1 The work of the political philosophers of the 18th century.
 - a Influence of John Locke.
 - b Montesquieu [1689-1755]. *Lettres Persanes* [1721]; *L'esprit des lois* [1748]. (Lévy-Bruhl, ch. v; Van Laun, 23-36.)
 - c The work of Voltaire [1694-1778]. (Faguet, 193-278; Lévy-Bruhl, ch. vi; Van Laun, III, 43-66.)
Social [1762]; *Émile* [1762]. (Syllabus, sect. XXXIII.)
- 2 Increasing power of public opinion; increasing demand for reforms.
- 3 Meeting of the States-General [May 5, 1789].
 - a Declared itself The Constituent Assembly [June 17, 1789].
 - b Fall of the Bastille [July 14, 1789].

- 4 The Legislative Assembly [Oct. 1, 1791–Sept. 21, 1792].
- 5 The Constitutional Convention proclaimed a Republic [1792].

III THE IDEA OF NATIONAL EDUCATION. (†Allain; *Compayré, chs. xiv, xv; †Compayré, II, chs. vi, vii; Dumesnil, ch. ii.)

- 1 Work of the philosophers in preparing the way for the secularization of education.
- 2 Decline in vigor of the Jesuits and failure of their schools to change to meet the needs of the times. (§Allen, ch. xi; *Compayré, 340–343.)
 - a Complaints against their system [1762].
 - b Expulsion of the Order from France [1764].
- 3 Demand for civil instead of religious teachers.
 - a “Brothers of the Christian Schools” suppressed [1792]. (Rav-alet, bk. III, ch. iii; Syllabus, p. 183.)
- 4 La Chalotais’ *Essai d’éducation nationale* [1763]. (Buisson; *Compayré, ch. xv; †Compayré, II, 207–226.)
 - a Education a civil affair; citizen teachers.
 - b Education to make French citizens.
 - c Studies from five to ten.
 - d Studies from ten to seventeen.
 - 1) Character of the proposals.
 - e Views on the extension of popular education.
 - f Merits of the treatise.
- 5 Rolland’s Report to the Parliament of Paris [1768]. (Buisson; *Compayré, ch. xv; †Compayré, II, 227–248.)
 - a His views on the extension of popular education, the training of teachers, and the centralization of education.
 - b Seconded by Turgot [1775].
- 6 The right of the State to preserve itself through education.
- 7 Demands of the Cahiers of 1789 as to education. (Grimaud, 6–10.)

IV LEGISLATIVE ATTEMPTS AT ORGANIZATION. (Barnard’s Jr., XXII, 651–664, for abstract of proposals; *Compayré, chs. xvi, xvii.)

- 1 State of elementary education in 1789. (†Allain; ‡Allain, chs. i, v; §Allain, chs. x, xi; Arnold, ch. iv; Babeau, ch. i; Fayet, chs. ii, iii; Muteau, pt. 2; Ravelet; Resbecq, ch. v.)
 - a The Catholic view.
 - b The anti-Catholic view.
 - c Communities of the Brothers of the Christian Schools. (See map, Syllabus, p. 182.)

d The percentage of illiteracy, and what it indicates.

- 1) "In 1790 there were 53% of men and 73% of women who could not sign their names to the marriage contracts."
(*Compayré, 365.)
- 2) In the Department of Haute-Marne, one of the best educated Departments of France, the statistics of illiteracy, as shown by the inability to sign the marriage records, are as follows:—(Fayet, 12-13.)

Period	Haute-Marne.		France as a whole.	
	Men.	Women.	Men.	Women.
1701-1725	54.8%	80.5%		
1726-1750	46.7	79.0		
1751-1775	37.3	75.5		
1776-1800	28.2	65.9	53.0 ¹	73.0 ¹
1858-1868	3.0	6.0	27.6	41.6

¹ For the year 1790 only.

- 2 What was taught in the secondary schools. (See table in †Min. Publ. Instr., 1887, pp. 412-416.)



A FRENCH SCHOOL BEFORE THE REVOLUTION.

(After an etching by Boisseau [1730-1809]. From Lacroix, *The Eighteenth Century*, p. 245.)

- 3 The Constituent Assembly [June 17, 1789-Sept. 30, 1791]. (Babeau, ch. ii; Buisson, Pt. 1, tome I, 125-126, tome II, 1674; *Compayré, ch. xvi; †Compayré, II, 249-272; Grimaud, 11-22; Liard, I, 117-148.)

- a Mirabeau's Discourses on Education. (Dumesnil, ch. iii; *Hippeau, I, 1-32.)
- b The Constitution of September 4, 1791, on education. (Buisson.)
- c Talleyrand's *Rapport* [Sept. 10-11, 1791]. (Buisson; Dumesnil, ch. iv; *Hippeau, I, 33-184.)
 - 1) His four grades of instruction.
 - 2) Nature of the primary education proposed.
- 4 The Legislative Assembly [Oct. 1, 1791-Sept. 21, 1792]. (Babeau, ch. ii; Buisson, Pt. 1, tome I, 462-464, tome II, 1674-5; *Compayré, ch. xvi; †Compayré, II, 273-290; Grimaud, 22-25; Liard, I, 149-164.)
 - a Condorcet's *Rapport* [April 20-21, 1792]. (Buisson; Dumesnil, chs. v, vi; *Hippeau, I, 185-288; Vail.)
 - 1) Liberty and equality impossible without education.
 - 2) His five grades of instruction.
 - 3) Primary education.
 - 4) Elements of technical and scientific knowledge.
- 5 The National Convention [Sept. 21, 1792-Oct. 26, 1795]. (*Allain, chs. ii, iii; Babeau, ch. iii; Buisson, Pt. 1, tome I, 520-571; *Compayré, ch. xvii; †Compayré, 291-324; *Hippeau, II, chs. i-iv; Liard, I, 165-285.)
 - a Multiplicity of reports, bills, and decrees. (Arnold, ch. iv; Buisson, Pt. 1, tome I, 649-652; Dumesnil, chs. vii-xii; Grimaud, 26-55; *Hippeau, I, 289-422.)
 - 1) Abolition and confiscation of all secular and endowed schools and colleges [1793]. (Beauchamp, I, 14; Liard, I.)
 - a) Supremacy of the State.
 - 2) Primary schools ordered established [1793]. (Allain, ch. iii; Beauchamp, 26-27.)
 - a) Schools; teachers; subjects of instruction.
 - b) Claim of the State on the child.
 - b The law of the 3rd of Brumaire, year IV [Oct. 27, 1795], organizing the entire system of instruction. (Barnard's Jr., XX, 228-229; Beauchamp, I, 36-42; *Compayré, 409-411; Grimaud, 55-57; Liard, I, 225-255.)
 - 1) The new provisions regarding popular education.
 - a) Change in the attitude of the State.
 - 2) The schools thus founded became the first Lycées of 1802.
 - c The Constitution of 1795 on education. (Beauchamp, I, 34.)
 - d Organization of the Normal School of Paris [1795], the Polytechnic School, and a number of scientific bureaux. (Allain, ch. v; Azarias, 245-260; École normale, 21-209; *Hippeau, I, 423-469.)

- 6 The Directory [1795-1799]. (Allain, ch. vii; Liard, I, 285-312.)
- 7 The Consulate. (Syllabus, sect. XXXIX.)
- 8 Comparative fruitlessness of the various attempts. (*Allain, ch. vi; Babeau, chs. vii, viii; Grimaud, 55-60.)
 - a Why the efforts were unavailing.
 - b The new spirit which inspired them.
 - c National and lay education as yet little more than a cherished hope, though its lines were roughly indicated.

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 - RAVELET, A. *Blessed J. B. de la Salle.* [2d French Ed., Tours, 1888; English Ed., Paris and Tours, 1888.]
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- ‡MINISTER PUBL. INSTR. *L'inspection de l'enseignement primaire.* [Paris, 1900.]
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- 4 Works containing a general article on the work of the political philosophers, and the approaching crisis.
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- LÉVY-BRUHL, L. *History of Modern Philosophy in France.* [Chicago, 1899.]
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- MAY, SIR THOS. E. *Democracy in Europe, II.* [London, 1887.]
- VAN LAUN, HENRI. *History of French Literature, III.* [New York, 1876.]
- 5 For additional references on the condition of education in France before 1789, see:
- MUSÉE PÉDAGOGIQUE. *Catalogue des ouvrages et documents.* 2 Vols., and Supl. [Paris, 1886-89.]
- RAVELET, A. *Blessed J. B. de la Salle.* [Paris and Tours, Engl. Ed., 1888.] Pp. 690-692 containing a good bibliography of works on the question.
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6 Suggestions as to Reading.

The Authorities in group 1 are all long and special, but for the advanced student they are of first importance. †Allain, Beaurepaire, Fayet, Muteau, and Resbecq are special researches to ascertain facts from the old archives, and throw much light on this much debated question. They contain many facts, figures, extracts from the records, etc. Allain has written much on this question, and is an authority. Fayet's work is especially valuable. Both authors are Catholic in their sympathies but, so far as one can judge, very fair in their presentation. §Allain is an excellent short work, cited previously a number of times, and covers the whole period from the early Middle Ages to the Revolution. ‡Allain relates to the problem before the Convention. Dreyfus-Brisac contains a short chapter on the nature of instruction under the Ancient Regime. Lantoine deals with higher education. Ravelet devotes a number

of chapters to a statement of the work of the Church in providing elementary instruction, with particular reference to the work of the Brothers of the Christian Schools. Though strongly partisan, it is still a good book to read.

Of the Sources and Secondary Authorities in group 2, *Compayré is the best short presentation which we have in English. In three chapters he analyses the work of the leaders in quite a satisfactory manner. *Hippeau is a source of great value, containing as it does the texts of the reports made and the debates which followed. †Hippeau is also a valuable work. Babeau contains a very good statement of the educational work of the Revolution and the results which followed. *Allain is a critical analysis of the work of the Revolution for public education. Buisson contains a very good analysis of the proposals and laws, with the text of most of them in full. Grimaud contains 60 pages on the work of the Convention and its results. Vail is a recent short work in *Les grands éducateurs* series on the work of Condorcet. Duruy and Théry are older works, neither of which regards the work of the Revolutionary leaders as of much value. Beauchamp and Gréard contain the text of all laws and decrees. Liard is a standard work on the history of higher education in France, and contains 35 pages on the Revolutionary period. École Normale is a large centennial anniversary history of the Normal School of Paris, and contains a detailed account of its early history. Dreyfus-Brisac and Picavet contain rather general chapters, good in themselves, but of somewhat minor value when compared with the other works of this group.

Of the Authorities of group 3, containing a short general article, Arnold and Teegan contain very good sketches, though neither is over ten pages long. Barnard gives an abstract of the laws of the Convention, which will prove useful to the English reading student. * and †Minister Publ. Instr. contain short historical articles, and †Minister Publ. Instr. contains a very valuable chart showing the exact status of the curriculum of the secondary schools of France for the years 1789, 1802, 1821, 1842, 1852, 1865, 1876, and 1887. Azarias contains a critical essay on the normal school, in which he points out the earlier work of La Salle in the training of masters.

Of the works in group 4, Faguet has a good article on Voltaire, and Lévy-Bruhl and Van Laun contain good chapters on the work of Montesquieu, Voltaire, and the Encyclopedists. Lévy-Bruhl is very readable, and contains the best account of those cited. Lowell and May are wholly political, and relate to the approaching crisis.

The English reading student, desiring a general view of the chapter, probably, will do best to read *Compayré, the abstracts in Barnard, and Lévy-Bruhl if additional information on the political philosophers is desired. The student who can read French will have no difficulty in selecting from the references after reading the above suggestions.

XXXV THE EIGHTEENTH CENTURY IN GERMANY

(Dittes, 203-224; Freytag, see table of contents; Kemp, 235-254; Nohle, 45-61; ‡Paulsen; Rein, VII, 994-1013; Russell, ch. iii.)

A INFLUENCES AT WORK.

I PIETISM AND REALISM. (Dittes, 178-188; Kemp, 235-242; Williams, ch. x; Ziegler, 182-194.)

1 Condition of the Lutheran Church and the Lutheran schools of Germany at the close of the 17th century. (Syllabus, p. 161.)

2 The new rationalistic philosophy.

a Causes of the rise of this.

b Its leaders.

3 Pietism a protest. (Dittes, 178-188; K. Fischer, I, ch. ix; Hailman, 68-73; Plath, 150-166; Regener, 119-125; Schiller, 201-230; Schmid, IV, Pt. 1, 187-342.)

a The future aim.

b Attitude toward humanism.

c Attitude toward realism.

4 Work of Augustus Hermann Francke [1663-1727] at Halle. (*Barnard, 441-458; Barnard's Jr., V, 441-458, 689-699; Dittes, 180-183; O. Fischer, 102-107; A. H. Francke; Gansen, 3-49; Hailman, 68-73; *Kramer; †Kramer, pp. i-lxxv; Nohle, 50-51; Plath, §18; Richter, pts. 5, 6, 10; Schiller, 201-230; Schmid, IV, Pt. 1, 187-302; Williams, 268-275.)

a The pedagogic representative of the new movement.

b His "Institutions" [1694-1707]. (Bache, 94-114; Painter, 240-247; †Paulsen, I, 551-562; Plath, 157-161.)

1) Pietistic and realistic character.

c Influence of his work on German education.

5 Julius Hecker [1707-1768]. (Bache, 301-316; *Barnard, 291-301; Barnard's Jr., V, 689-699; Nohle, 59-61; Plath, 174-177; Regener, 173-177; Schiller, 231-234, 329-336; Ziegler, 195-198.)

a Established a *Realschule* at Berlin [1747].

1) Studies of the new school.

2) Its success and influence.

b Established the first *Lehrerseminar* in Berlin [1748].

II THE NEW SPIRIT IN THE UNIVERSITIES. (Painter, 261-266; Williams, ch. x.)

- 1 Halle [1694] the first modern University. (Nohle, 45-46; *Paulsen, 57-65; †Paulsen, I, 520-550; Ziegler, 174-179.)
 - a Nature of its Faculty.
 - b Gundling [1711] discussed "The office of a University."
 - 1) Beginnings of *Lehrfreiheit*.
 - c Christian Wolff [Prof. 1707-1723, 1740-1754] appealed to reason, "Made philosophy speak German."
- 2 The new methods in classical study. (Schiller, 289-298; Ziegler, 246-255, 258-269.)
 - a J. M. Gesner at the new University of Göttingen. (*Barnard, 521-529; Barnard's Jr., V, 741-752; Nohle, 46-50; †Paulsen, II, 9-45; Schiller, 289-296.)
 - b Reform work of:—
 - 1) Ernesti [*Thomasschule*, Leipzig]. (*Barnard, 530-532.)
 - 2) Frederick August Wolf [Halle]. (*Barnard, 561-573; Barnard's Jr., VI, 260-272; Painter, 261-266; †Paulsen, II, 208-245; Schiller, 320-329.)
 - c This a modern Renaissance.
 - d Meaning of this work for secondary education. (Schiller, 298-320.)

III THE NEW INDEPENDENT SPIRIT IN LITERATURE. (Ziegler, 255-260.)

- 1 Use of German, Latin, and French in the 17th century.
 - a The reformers and the vernacular.
 - b Wolff's lectures on philosophy.
 - c Satirists expose French follies.
 - d The overthrow of French classicism and the foundation of a national German-literature.
- 2 Levelling effect of the rising individualism.
- 3 The aspirations of the leading thinkers.
- 4 The work and influence of Klopstock, Wieland, Lessing, Herder, Kant, Fichte, Goethe, and Schiller. (*Barnard, 547-560; Barnard's Jr., VI, 195-208; Compayré, 332-338; K. Francke, chs. vii, viii; †Paulsen, II, 189-208; Vogt, 1-43; Williams, 309-317; Ziegler, 281-288.)
 - a The new ideal for humanity.
 - b The new aristocracy of worth.
 - c Storm and stress period.
 - d The classics of individualism.

IV INFLUENCE OF THE THEORISTS AND REFORMERS. (Hailman, lect. viii.)

- 1 John Locke. (Syllabus, sect. XXXIII, A.)
- 2 Jean-Jacques Rousseau. (Syllabus, sect. XXXIII, B.)
- 3 Immanuel Kant [1724-1804]. (Browning, 165-174; Churton; Compayré, 332-338; Davidson, 220-229; McIntyre.)
 - a His lectures *Ueber Pädagogik*. (Churton; Vogt.)
 - b The new moral, or culture ideal. (Buchner.)
- 4 Johann Basedow [1723-1790] and his followers. (Syllabus, sect. XXXV, C.)
- 5 Johann Gottlieb Fichte in the first decade of the 19th century. (Syllabus, sect. XXXVIII.)

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4 Suggestions as to Reading.

Of the Sources, Churton is a valuable translation, and with Buchner, mentioned below in group 2, will furnish all that the average student will need on Kant. Of the sources on Francke, the first three contain biographical and critical introductions, that in †Kramer being twice the length of the others.

Of the Important Secondary Authorities, the articles in Barnard are particularly valuable, and contain about all that the general student will need. Russell contains an excellent general chapter on the whole period which is very valuable as a good general outline. Bache, a classic report, contains 20 pages of description of Francke's Institutions as they were in 1838. Nohle, translated from Rein, contains about 20 pages on the eighteenth century in Germany which will be found valuable. Williams also contains a good chapter, though it is quite brief. Of the German works Fischer is a standard history of the Volksschule, volume I containing valuable chapters on its status down to 1790. *Kramer is a valuable life of Francke. All of the German histories of education contain good chapters, Dittes, †Paulsen, and Ziegler being the most valuable.

Of the Minor Authorities in group 3, Kemp and Painter contain the most useful general chapters. Browning, Compayré, Davidson, and McIntyre relate to Kant; and Fischer and Hailman to Francke's work. Francke contains a very good general chapter on the Storm and Stress period.

The general student will find Russell the most valuable single reference, and Nohle and the articles in Barnard good to supplement with. For more detailed suggestions see the citations in the pages of the Syllabus.

B ADMINISTRATIVE REFORMS IN PRUSSIA AND AUSTRIA.

I WORK OF FREDERICK THE GREAT [King, 1740-1786].

- 1 In awakening a new national spirit.
 - a The first week of his reign.
 - b Advance in power of Prussia.
- 2 In uplifting the peasantry and citizen classes.
- 3 In internal administration.
 - a Bureaucratic government.
 - b The army.
 - c Public works.
 - d Religious toleration extended.
- 4 In extending education. (See II, below.)
- 5 Time of Frederick the Great a seed time.



AN 18TH CENTURY GERMAN SCHOOL.

(Reproduction of an engraving by J. Mettenleiter, now in the *Kupferstichkabinet*, Munich, and printed in Joh. Ferd. Schlez's *Dorfschulen zu Langenhausen*, Nürnberg, 1795. After Richter, *Neudrucke pädagogische Schriften*, pt. 2.)

II EDUCATIONAL PROGRESS DURING THE 18th CENTURY.

(Dittes, 203-224; Esch, 79-154; Meyer, see table of contents for School Orders and Reforms [1770-1801]; Plath, §19; Russell, 87-89; Schmid, V, Pt. 3, 77-127; Seeley, ch. v.)

1 Work of Frederick William I [1713-1740] in extending elementary education. (Clausnitzer, 1-14; Tuttle, I, 470-471.)

a His hatred of the higher schools and universities.

1) Banishment of Christian Wolff [1723].

b His encouragement of elementary education.

1) The advisory order of 1717.

2) The *Principia Regulativa* [1736]. (Clausnitzer, 8-9; Nohle, 51-52; Plath, 169-171; Vormbaum, III, 356-358.)

a) Its educational provisions.

2 Further work of Frederick the Great [1740-1786]. (Barnard's Jr., XX, 335-360; Baumeister, I, Pt. 1, 231-235; Clausnitzer, 14-26; Meyer; Nohle, 52-56; Paulsen, II, 49-65; Plath, 166-171; Regener, 167-173; Schiller, 274-281.)

a Centralization of all provincial consistories, except that of Silesia, under the Berlin Consistory [1750].

1) Resulting evolution of *Gymnasien*, with uniform standards, out of the weak Latin schools.

b The famous School Regulation of 1763,—the *General-Land-Schul-Reglement*. (*Barnard, 593-600, text in full; Barnard's Jr., XXII, 861-868, same; Clausnitzer, 16-23, same; Foerster, 30-33, abstract of text; Meyer, 113-130, text in full; Plath, 177-183, same; Vormbaum, III, 539-554, same.)

1) This the first school code for the whole kingdom and real foundation of the present Prussian system.

a) Its educational provisions.

c The Regulations for the Catholic schools of Silesia [1765]. (*Barnard, 600-608, text in full; Barnard's Jr., XXII, 869-877, same; Meyer, 132-156, same.)

1) Nature of the Regulations.

d Baron von Zedlitz head of "The Department of Lutheran Church and School Affairs" [1771-1778]. (Baumeister, I, Pt. 1, 236-246.)

3 Further extension under Frederick William II [1786-1797]. (Clausnitzer, 26-39; Nohle, 56-61.)

a The *Oberschulcollegium* board established [1787].

1) Leaving examinations [*Maturitätsprüfung*] instituted for all the higher schools [1788].

a) Largely ineffective, due to clerical opposition.

- b The *Allgemeine Landrecht* promulgated [1794]. (Clausnitzer, 33-36, text in full.)
 - 1) This the Prussian *Magna Charta*, and marks the first steps in the secularization of the schools.
 - 2) Its educational provisions. (Russell, 88-89, 109-110; Seeley, 32, 36-37.)
 - 3) State supremacy asserted.

"Schools and universities are state institutions, charged with the instruction of youth in useful information and scientific knowledge. Such institutions may be founded only with the knowledge and consent of the State. All public schools and educational institutions are under the supervision of the State, and are at all times subject to its examination and inspection."—*Allgemeine Landrecht*.
 - 4) No real state school system until the 19th century.
- 4 Work of Maria Theresa in Austria. (*Barnard, 609-618; Dittes; Nohle, 56-58; Tupetz, 93-105; Ziegler, 235-236.)
 - a For elementary education. (Barnard's Jr., XVI, 5-21.)
 - b For secondary education. (Barnard's Jr., XVI, 609-624.)
 - c The General Regulations of 1774 the beginning of Austrian school reform. (*Barnard, 619-624, text in full; Barnard's Jr., XXII, 879-884, same; Kahl, 1-65; Richter, pt. 15, 5-30.)
 - d Felbiger's work as director. (Frisch, 1-29; Kahl; Plath, 184-185; Ziegler, 235-236.)
 - e Ferdinand Kindermann's work.
 - 1) His efforts for the Bohemian peasantry [1771]. (Barnard's Jr., XXVII, 509-512.)
- 6 The way now becoming clear, after two hundred fifty years of confusion and failure, for the establishment of a national system of education.
 - a This the work of the nineteenth century. (Syllabus, Sect. XXXVIII.)

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4 Suggestions as to Reading.

Of the Sources the ones contained in Barnard's Journal and reprinted in *Barnard are very valuable and should be consulted. They contain the famous Regulations of 1763 and 1765 in full, and the Austrian law of 1774. All of the German sources are good. Heppe is an old standard history, which traces the history of the Volksschule in departments and by territories from the Reformation. Meyer contains all laws, regulations, and decrees for forty years, and is a collection of sources of a kind not often found.

Of the Important Secondary Authorities, the articles in Barnard's Journal, reprinted in *Barnard, are especially valuable. After Barnard the English student will find Nohle and Russell most useful. Of the German histories of education, Dittes and Ziegler contain good short chapters on the Volksschule, and Plath, Regener, Schiller, and Schmid contain digests of the Regulations and a sketch of eighteenth century progress. Fischer contains a valuable chapter on the time of the "Aufklärung," 1750-1790.

Of the General Works, Esch contains a picture of the times of Furstenberg,—the influence of the work of Rousseau, Basedow, Frederick the Great, the suppression of the Jesuits, etc.,—and reproduces school orders and reforms from 1770 to 1801. Frisch contains a good biographical sketch of Felbiger. Tupetz contains a brief sketch of the Austrian reforms, and Foerster an abstract of Frederick the Great's Regulation of 1763. The last two are of but minor value.

The general student will find Nohle and Russell, which may have been read in connection with the preceding section, and the articles and Regulations in Barnard all that he will need for the purposes of this section. Only the special student will need more than these contain.

C JOHANN BERNARD BASEDOW AND THE PHILANTHROPINUM [1723-1790].

(Diestelmann; Dittes, 196-203; O. Fischer, 128-137; Göring, 1-112; Kemp, ch. xxiii; Payne, 91-96; Plath, § 21; Regener 150-165; Schiller, 247-274; Schmid, IV, Pt. 2, 27-316; Williams, ch. xii; Ziegler, 211-231.)

I HIS LIFE AND WORK. (*Barnard, 487-520; Barnard's Jr., V, 487-520; Diestelmann; Lang; Quick, ch. xv; Schmid, IV, Pt. 2, 27-316.)

1 Early life and studies. (*Pinloche, 37-58.)

2 Work as a teacher.

a Private tutor [1746-1753].

b In the *Ritterakademie* at Soroe, Denmark [1753-1761].

c In the *Gymnasium* at Altona [1761-1771].

1) Dismissed.

3 Condition of elementary education at the time of Basedow. (*Barnard, 575-577; Barnard's Jr., V, 343-345; *Pinloche, 1-36.)

4 Incited to new efforts on reading *Émile*, (Gossgen; Hahn; *Pinloche; Ziegler, 211-224.)5 His *Address to Philanthropists and Men of Property on Schools and Studies and their Influence on the Public Weal* [1768]. (Plath, 229-232, Richter, pt. xiv.)

a Great enthusiasm over the idea.

b Subscriptions for the school.

6 His *Methodenbuch für Väter und Mütter der Familien und Völker* [1770]. (Göring; *Pinloche; Plath, 232-234.)

a Education of boys.

1) Early education; "following nature."

2) "Natural religion."

3) Method in instruction.

a) Scientific subjects.

b) Languages.

b Education of girls.

1) Underlying principles.

2) Languages.

3) Religion and morals.

4) Music; dancing; drawing.



BASEDOW.

- 7 His *Elementarwerk mit Kupfern* [1771]. (Göring; *Pinloche; Plath, 235-238.)
 - a This the "Orbis Pictus of the 18th Century."
- 8 Experiment in the education of his infant daughter, Emilie [1770-1774].
 - a The result.
- 9 Prince Leopold of Dessau enabled him to open the *Philanthropinum* at Dessau [1774]. (*Pinloche, 83-182; Ziegler, 224-231.)
 - a Great expectation.
 - b Nature of the new school. (*Barnard, 519-520; Barnard's Jr., V, 519-520.)
 - c The "Examinations" of 1776.
 - 1) Favorable report. Kant.
 - 2) *Fred's Journey to Dessau*. (Richter, pt. vi.)
 - 3) Opposition of gymnasium masters.
 - d The *Philanthropinum* closed [1793].
- 10 Basedow's personality.
 - a Goethe's description.
 - b Herder's opinion.
- 11 Source of Basedow's ideas. (Garbovicianu; Gossgen; Hahn; *Pinloche.)

II THE RESULT OF THE EXPERIMENT. (*Barnard, 487-520; Barnard's Jr., V, 487-520; Diestelmann; Lang; Payne, 91-96; *Pinloche; Quick, ch. xv; Ziegler, 224-231.)

- 1 A failure and a success.
- 2 Influence on German thought. (*Pinloche, 491-536.)
 - a The *Aufklärung* in Germany. (K. Fischer, ch. x; Regener, 150-165.)
 - 1) The *Volkschule* during the period. (Ziegler, 231-236.)
 - 2) The higher schools during the period. (Ziegler, 236-246.)
- 3 Helped to prepare the way for the work of Pestalozzi and the school reform of the 19th century. (Ziegler, 231-236.)

III BASEDOW'S FOLLOWERS AND IMITATORS.

- 1 Christian Gotthilf Salzmann [1744-1811]. (Bosse and Meyer; O. Fischer, 137-151; *Pinloche, 369-420; Plath, 239-274; Schmid, IV, Pt. 2, 350-380; Wagner; Wimmers.)
 - a His school at Schnepfenthal in Gotha.
 - b His work and writings. (Plath, 245-271.)
- 2 Joachim Heinrich Campe [1746-1818]. (O. Fischer, 151-153; Gassau; *Pinloche, 433-468; Plath, 238-239; Schmid, IV, Pt. 2, 381-411.)

a His school at Hamburg.

b His work and writings.

1) His *Kinder- und Jugendschriften*.

3 Friedrich Eberhard von Rochow [1734-1805]. (Barnard's Jr., XXVII, 497-508; O. Fischer, 153-161; *Pinloche, 420-432; Plath, 185-198; Schmid, IV, pt. 2, 446-476.)

.a His writings.

b His epoch-making schoolbook,—the *Kinderfreund* [1776].

c "The Pestalozzi of Northern Germany."

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4 Suggestions as to Reading.

Of the Sources, the reprint of Basedow's *Elementarwerk* is one of the most valuable. Wherever possible this book should be examined and compared with the *Orbis Pictus* of Comenius. The two reprints by Richter are interesting to examine and valuable to have. Göring contains a good biography of Basedow and a reproduction of his *Methodenbuch* and selections from the *Elementarwerk*. The other sources relate to Basedow's followers. The first two are preceded by a short biographical and critical sketch.

Of the Important Secondary Authorities, the most important articles in English are the article in Barnard's *Journal* on Basedow and the *Philanthropinum* and the chapters in Quick and Williams. Probably the most important work is *Pinloche, which is a very valuable contribution to our knowledge of the work of Basedow and his position in the history of education. This work has been translated into German (†Pinloche), and ought to be translated into English. Diestelmann is another important biography, though much shorter than *Pinloche. It is only 110 pages long, and is one of the numbers of the "Grosse Erzieher" series. Garbovicianu is another important short piece of work (83 pp.) which the special student will find of much value. The chapter in Konrad Fischer is the same one cited in the preceding division of the Syllabus. It relates to the "Aufklärung," 1750-1790, and is good. Ziegler has a good article on the influence of Rousseau's *Émile* on Basedow, the work of the *Philanthropinum*, and the condition of education during the period. Otto Fischer, Plath, Regener, Schiller, and Schmid contain general chapters on Basedow, his work, and his followers.

Of the Minor Secondary Authorities, Lang is a good and very readable essay. Kemp and Payne contain short sketches, the main defect of which is their brevity. Hahn is a Doctor's dissertation of some note.

The general student will probably find Quick or Williams, and the articles in Barnard's *Journal* the most useful of the English works for the purposes of this section. Lang or Kemp will also prove of value, though not to be preferred to Barnard and Quick.

XXXVI THE PSYCHOLOGICAL CONCEPTION OF EDUCATION.

A JOHANN HEINRICH PESTALOZZI [1746-1827].

(Bradley; Compayré, 413-445; Dittes, 225-235; Edelmann; Fitch; *Hailman, lects. ix, x; Hamilton; Herisson; Leitch, 52-120; Munroe, 179-195; Plath, § 22; Quick, ch. xvi; Schiller, 177-192; Schmid, IV, Pt. 2, 503-636; Schwendimann; Vogel, 1-26; Williams, ch. xiii; Ziegler, 273-281.)

I TO THE AGE OF TWENTY FIVE [1746-1771]. (*Barnard, 41-56; Barnard's Jr., III, 401-416; Blochmann, I, 1-19; Cochin, ch. 1; Fischer, 161-167; Guillaume, 1-20; Herisson, 11-39; Hunziker, 1-12; Kayser, 5-23; †Krüsi, 13-19; Pinloche, 3-14; Plath, 274-276; Sallwürk, 4-15; *Seyffarth, I, 111-190.)

1 Childhood and youth.

(Guimps, ch. 1.)

a Early life. Strong feminine influences.

b Emotional tendency.

c Oddity.

2 Student life in Zurich.

(Guimps, ch. ii.)

a Teachings of Bodmer.

b Impression produced on Pestalozzi by the *Émile* and the *Social Contract*.

c *The Helvetic Society*.

5 Marriage to Anna Schulthess [1769]. (Guimps, ch. iii.)

a The home at Neuhof.

b Birth of his son.



PESTALOZZI.

II NEUHOF, THE HOME FOR POOR CHILDREN [1771-1780]. (*Barnard, 56-59; Barnard's Jr., IV, 65-68; Blochmann, I, 19-39; Guillaume, 21-36; Hunziker, 12-25; Kayser, 27-41; †Krüsi, 20-29; Pinloche, 15-24; Plath, 276-279; Sallwürk, 15-24; *Seyffarth, I, 191-201.)

1 Failure of the agricultural experiment. (Guimps, ch. iii.)

- 2 Education of his son according to Rousseau's ideas.
 - a The journal. (Guimps, ch. iv.)
 - b New ideas and experience gained.
- 3 Opened a school and home for beggars at Neuhof [1774-1775]. (Guimps, ch. v.)
 - a His *Appeal to the Friends and Benefactors of Humanity* [Bâle, 1776]. (Guimps, Ap. 55-58, Bd. 29-31.)
 - b The children. (Guimps, Ap. 63-66, Bd. 34-36.)
 - c Reports and appeals.
 - d Difficulties.
 - e Failure. Poverty.
 - f Elizabeth Naef.
 - g The failure a blessing in disguise.

III THE PERIOD OF LITERARY ACTIVITY [1780-1801]. (*Barnard, 59-68; Cochin, ch. ii; Guillaume, 37-120; Guimps, chs. vi, vii, xii; Kayser, 41-122; Mann edition, 4 Vols.; Pinloche, 24-29; *Seyffarth, I, 202-300.)

- 1 Pestalozzi's faith in the possibilities of education unshaken.
 - a Iselin and Füssli encouraged him to write.
- 2 *Evening Hour of a Hermit* [1780]. (*Barnard, pt. 1, 59-62, pt. 2, 154-156; Barnard's Jr., VI, 169-179; Fischer, 168-175; Guimps, Ap. 75-80, Bd. 40-42.)
- 3 *Leonard and Gertrude* [1781]. (*Barnard, 62-65; selections from Barnard's Jr., VII, 519-665; Fischer, 175-186; Guimps, ch. vi.)
 - a The story. (Channing Abridgment.)
 - b Success of the book.
 - c Extended acquaintance of the author.
 - d The continuation,—*Christopher and Eliza*. (*Barnard, pt. 2, 151-154; †Krüsi, 137-150.)
- 4 *The Fables* [1797]. (Guimps, Ap. 105-110, Bd. 55-59.)
- 5 *Researches into the Course of Nature in the Development of the Human Race* [1797]. (Guimps, Ap. 110-116, Bd. 59-64.)
- 6 Pamphlets, papers, and essays on social and political subjects. (†Krüsi, 103-118.)
- 7 *How Gertrude Teaches her Children* [1801]. (Selections from, in Barnard's Jr., VII, 669-702; Fischer, 186-208; Guimps, ch. xii; Plath, 295-300; *Seyffarth, I, 371-385.)
 - a The fifteen letters.
 - 1) Nature of these.
 - b Morf's analysis of the work. (Guimps, Ap. 241, Bd. 154-155; Quick, 368-369.)

IV THE FATHER OF THE ORPHANS AT STANZ [1798-1799]. (*Barnard, 68-71; Barnard's Jr., IV, 68-71; Blochmann, 39-52; Guillaume, 121-139; Guimps, ch. viii; Hunziker, 25-32; Kayser, 122-129; †Krüsi, 30-37; Pinloche, 30-36; Plath, 289-298; Sallwürk, 47-51; *Seyffarth, I, 301-337; Sommer.)

- 1 The Helvetic Republic proclaimed [1798].
- 2 Pestalozzi asked for service as a teacher.
- 3 The massacre in the Canton Unterwald [Sept. 9th, 1798].



PESTALOZZI AT STANZ.

(From Krüsi's *Life and Work of Pestalozzi*. The Am. Book Co., N. Y. Reproduced by permission.)

- 4 Citizen Pestalozzi given charge of the orphans [Dec. 5th, 1798].
 - a The school at Stanz. (Guimps, Ap. 132-141, Bd. 79-86.)
 - b The pupils.
 - c Attitude of the people.
 - d The orphanage changed into an army hospital [June 8th, 1799], and Pestalozzi gave up the work.
- 5 Pestalozzi's letter describing the work at Stanz. (Guimps, Ap. 149-172, Bd. 88-96; Quick, 318-333.)
- 6 Stanz the beginning of the primary school of the 19th century.
 - a Results of the experiment.

V PESTALOZZI THE SCHOOLMASTER AT BURGDORF [1797-1804].

(*Barnard, 71-87; Barnard's Jr., IV, 71-87; Blochmann, 50-65; Guillaume, 140-177; Guimps, chs. ix, xi; Kayser, 129-157; †Krüsi, 38-44; ‡Krüsi; Pinloche, 37-63; Plath, 295-298; Sallwürk, 51-63; *Seyffarth, I, 338-370.)

- 1 Teacher in the schools of the lower town.
 - a Nature of the school; subject matter; school books.
 - b Soon dismissed. Re-employed in another school.
- 2 The Examinations of March, 1800. (Guimps, Ap. 177-179, Bd. 101-102.)
- 3 Appointed Master of a school in Burgdorf [1800].
 - a Ramsauer's picture of Pestalozzi. (Guimps, Ap. 180-182; Bd. 104-105.)
- 4 Hermann Krüsi united with Pestalozzi [1800]. (Barnard's Jr., V, 161-186; Guimps, ch. x; †Krüsi, 66-78; ‡Krüsi; Pestalozzi, *How Gertrude Teaches*, letters 2 and 3.)
 - a How Krüsi became a schoolmaster.
 - 1) His teacher's examination.
 - b Other assistants. (*Barnard, 145-232; Barnard's Jr., VII, 285-318; †Krüsi, 79-101.)
- 5 The school in the castle of Burgdorf.
 - a Became also an Institute [1801].
 - b Ramsauer's picture of the castle school. (Guimps, Ap. 209-210, Bd. 127-128.)
 - c Great success of the school.
 - 1) Visitors from abroad.
 - d Examination by a Government Commission [June, 1802].
- 6 Difficulties. Fellenberg. Munchenbuchsee. Pestalozzi went to Yverdon. (Barnard's Jr., XXXI, 269-280; Guillaume, 178-216.)

VI PESTALOZZI AT YVERDON [1805-1825], AND HIS LAST YEARS

[1825-1827]. (*Barnard, 87-115; Barnard's Jr., IV, 87-115, VII, 703-720; Blochmann, 65-113; Guillaume, 216-436; Kayser, 180-213; †Krüsi, 45-60; Pinloche, 64-113; *Seyffarth, I, 386-452.)

- 1 Picture of the Institute at Yverdon during its early years. (Barnard's Jr., XXXI, 49-68; Guillaume, 217-284; Guimps, ch. xiii; ‡Krüsi.)
- 2 Students and observers from all over Europe, but particularly from Germany. (Klemm.)
- 3 Pestalozzi's New Year's Day Discourse of 1808. (*Barnard, pt. 2, 175-178; Barnard's Jr., VII, 712-714; Guimps, Ap. 275-278, Bd. 176-179.)
- 4 External prosperity; internal decline. (Guillaume, 285-345; Guimps, ch. xiv.)

- a Controversies; disputes; discontent.
- b Picture of the life at Yverdon during the later period. (Barnard's Jr., XXXI, 35-48, 269-280; Guillaume, 345-415; Guimps, ch. xiv.)
- c Domination of Schmid.
- 5 Death of Madame Pestalozzi [1815].
- 6 End of the Institute. (Guimps, ch. xv.)
- 7 Retirement to Neuhof [1825]. (*Barnard, 115-126; Blochmann, 113-126; Guillaume, 416-436; Guimps, ch. xvi; Hunziker, 52-54; Kayser, 213-218; †Krüsi, 61-65; Pinloche, 114-117.)
 - a *The Song of the Dying Swan* [1826]. (Guimps, ch. xvii; Sallwürk, 91-100.)
 - b Death of Pestalozzi [1827].

VII PESTALOZZI'S THEORY AS TO EDUCATION. (Payne, 97-114; Pinloche, 125-148; Quick, 354-383; †Seyffarth; Vogel, 27-94.)

- 1 The necessity of education and the power of education to regenerate a people. (*Leonard and Gertrude*.)
 - a Responsibility of those in authority in the State.
- 2 The family the center of education.
 - a Place of the mother in the education of the child.
 - b The school an outgrowth and a supplement.
 - c Conditions which the school must fulfill.
- 3 Verbal education *vs* practical education.
 - a Kind of education needed by the poorer classes.
 - b Learning to do something. (Barnard's Jr., X, 81-92; same art. in XXI, 765-776.)
- 4 Elementary education a necessity.

VIII THE NATURE OF ELEMENTARY EDUCATION. (*Hailman, lect. x; Payne, 97-114; Pinloche, 149-208; Quick, 354-383; †Seyffarth; Vogel, 27-94, 234-276.)

- 1 What and how the lower classes were taught.
 - a Superficial and harmful character of such instruction as was given.
 - b The monastic method.
- 2 School education not a thing apart from life.
- 3 The early training of the mother.
- 4 Conformity to the laws of nature. (Herisson, 64-78; †Krüsi, 159-168; Pinloche.)
- 5 Divisions of elementary education. (Pinloche, 166-178.)
 - a Intellectual education, or making a habit of the use of reason. (See IX below.)

- b Physical education.
- c Moral and religious education. (Pestalozzi, *How Gertrude Teaches*, letters 14, 15; Pinloche, 256-275; Vogel, 214-220.)
- 6 The elementary method. (Pinloche, 179-196.)
- 7 Sense-perception the supreme principle of instruction. (Harris; Pinloche, 196-209; Rein.)
- 8 Pestalozzi's conception of the psychologic basis of all elementary education. (Barnard's Jr., V, 351-353; Pestalozzi, *How Gertrude Teaches*, vi, §1-5; Pinloche, 206-208.)
 - a Basis of education exists in the nature of man. Educational method to be sought, not constructed.
 - b Negative and positive education.
 - 1) Psychological direction of the action of nature.
 - 2) Psychological utilization of impressions produced.
 - c Activity of the child's powers.

IX THE METHOD OF SENSE-PERCEPTION. (Barnard's Jr., V, 351-353, 355-358, XXXI, 49-68; Blochmann, 126-169; Cochin, ch. iii; Fischer, 195-207; Guimps, ch. xxi; *Hailman, lect. x; Hunziker, 36-42; Kayser, 157-178; *Krüsi; †Krüsi, 151-168; Payne, 97-114; Pestalozzi, *How Gertrude Teaches*, letters 4-6; Pinloche, 210-255; Quick, 354-383; Rein; †Seyffarth.)

- 1 First instruction of the child.
 - a Principles of first education.
- 2 The method in application.
 - a Language the basis of instruction.
 - b Simplification of instruction.
 - c Common-sense and practice required, not erudition.
- 3 Number, form, and language the elementary means.
- 4 Application of the method.—Sound. (†Krüsi, 169-192; Pestalozzi, *How Gertrude Teaches*, letter 7; Vogel, 157-194.)
 - a Study of sounds, words, and language.
 - 1) Importance of in gaining clearness of perception.
 - 2) Language the connecting link between sense-perception and thought.
- 5 Application of the method.—Form and Number. (†Krüsi, 169-192; Pestalozzi, *How Gertrude Teaches*, letters 8 and 9; Vogel, 195-205.)
 - a Observation; drawing; measuring; fractions.
 - b Method in Arithmetic. (Pestalozzi, *How Gertrude Teaches*, letter 9; Vogel, 206-210.)
 - 1) Pestalozzian arithmetic in American schools.

- c Pestalozzi's *A B C of Sense-perception* and his *Book for Mothers*. (Fischer, 208-210; Guimps, Ap. 242-250, Bd. 208-210.)
- 6 Application to other school subjects. (*Krüsi, in Barnard's Jr., V, 187-197.)

X INFLUENCE OF THE WORK OF PESTALOZZI.

- 1 On the schools of Germany. (*Barnard, 11-29; †Barnard, 575-586; Barnard's Jr., IV, 343-358; Davidson, 229-235; Fischer, 220-223; †Hailman; Hall; Harris; †Krüsi, 202-212; Rein.)
 - a The extreme view. (Diesterweg.)
 - b The more moderate view. (Raumer.)
- 2 On the schools of other countries.
 - a Switzerland. (†Krüsi, 195-201.)
 - b France, Spain, and Russia. (†Krüsi, 213-218.)
 - c England. (*Barnard, 32-36; †Krüsi, 219-227.)
 - d United States. (Barnard's Jr., XXX, 561-572; †Krüsi, 228-248: Monroe.)
 - 1) Joseph Neef. New Harmony.
 - 2) Oswego Normal School.
 - 3) Object teaching.
- 3 Significance of his work for the Volksschule, and for primary education in Europe and America. (Hoffmeister, 1-40; Kayser, 287-329; Plath, 311-312.)
- 4 His work in part an embodiment of the ideas of Rousseau. (Herisson.)
 - a Unsoundness and incompleteness of many of his ideas.
 - b His great service to education notwithstanding this.
- 5 His disciples. (Regener, 192-197.)
 - a Bernard Overberg [1754-1826]. (Barnard's Jr., XIII, 365-371; Fischer, 352-353; Plath, 355-356.)
 - b Gustav Friedrich Dinter [1760-1831]. (Barnard's Jr., VII, 153-159; Fischer, 314-320; Plath, 317-323.)
 - c Christian Wilhelm Harnisch [1787-1864]. (Fischer, 321-337; Plath, 324-340; Syllabus, sect. XXXVIII.)
 - d Adolf Diesterweg, "der deutsche Pestalozzi" [1790-1866]. (Fischer, 337-352; Plath, 340-355; Syllabus, sect. XXXVIII.)

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- (a) Birthday Centennial, 503-512.
 - (b) Bibliography of works on and by Pestalozzi (Raumer), 513-518.
 - (c) Selections from *Leonard and Gertrude*, 519-665.
 - (d) Selections from *How Gertrude Teaches her Children*, 669-702.
 - (e) Discourse on Christmas Eve [1810], 703-711.
 - (f) New Year's Day Address [1808], 712-714.
 - (g) Seventy-second Birthday, 715-720.
 - (h) Bequest to Pupils, 720-728.
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6 Suggestions as to Reading.

Of the Sources, the articles in Barnard's Journal, most of which are reproduced in *Barnard, are particularly valuable. Diesterweg describes in a very appreciative manner, the condition of the schools before Pestalozzi and the influence on them of his life and work. The article describing student life at Yverdon is "by one having no prejudices in favor of popular education," and describes the life of the school. The article on Fellenberg and Hofwyl is from the report of a visit made by John Griscom in 1818, and describes what he saw. *Krüsi is a reproduction of a general plan, published at Yverdon in 1818, which gives the ideas and methods of Pestalozzi. †Krüsi is a translation of an address delivered by the elder Krüsi in 1839, and is excellent as a sympathetic sketch. Mann is a collection of Pestalozzi's more popular writings, with a 122 page biographical sketch prefixed. The edition is in no way to be preferred to the standard complete edition by *Seyffarth, the last revised edition of which has completely superseded all other editions of Pestalozzi's works. Of the separately edited volumes of Pestalozzi's works, the abridged edition of Leonard and Gertrude is the one most frequently read. This is a good edition, and students will find it well worth reading. It probably more thoroughly expresses Pestalozzi's faith in the power of education than any other of his writings. The style is delightful, and the book is one of the classics of educational literature. The *How Gertrude Teaches her Children* is an account of Pestalozzi's method which shows the way in which his method was developed, and as such is quite important. The *Letters on Early Education* are a series of letters which Pestalozzi wrote to an Englishman by the name of Greaves, and deal with the subject of infant education and the direction of mothers in the education of their children.

Of the Secondary Authorities of First Importance, in group 2, the first article by Barnard is a translation of the sketch of the life and work of Pestalozzi in von Raumer's history of education, and is good, though not to be preferred to some of the more recent biographical sketches. The other articles relate to Pestalozzi's assistants and successors. Of the biographies, Guimps, †Krüsi, and Pinloche are the standard works in English. Guimps is a translation from the French, and two editions of it are cited in the bibliography and throughout the pages of the Syllabus. The Bardeen abridged edition contains about two-thirds of what the Appleton complete edition contains, omissions having been made from each chapter. The average student will find the abridged edition about as useful as the complete one. Guimp is the best for the personal side of Pestalozzi's work, while Pinloche is best for a statement of his theory as to education and the influence of his work. †Krüsi is an anniversary volume, by the son of Pestalozzi's co-worker, and occupies a somewhat middle ground between Guimps and Pinloche. Of the three, most students will prefer Guimps or Pinloche. Of the German authorities Hunziker is a very good short biographical sketch by the custodian of the Swiss Pestalozzi Museum; Sallwürk is another short sketch in the "Grosse Erzieher" series; volume I of the last edition of Seyffarth's Pestalozzi's complete works contains a detailed biography of superior value; and Kayser is a good work of 385 pages in length. Of the French works, Guillaume is the most important. This is even a larger work than Guimps, and is considered complete, exact, and impartial. The work is an enlargement of the author's article, in the *Dictionnaire de pédagogie*. Cochin is a short work on Pestalozzi's life, work, method, and influence. Of the chapters on the life and work of Pestalozzi contained in Histories of Education, the most valuable are those in Munroe and Quick, and if the student has not time to read such a work as Guimps or Pinloche, these two chapters at least ought to be read.

Of the Secondary Authorities in group 4, Biber and Morf are old standards which are still of some value, especially to the advanced student. Blochmann is a popular collection of much value. Edelmann, Hoffmeister, Schwendimann, †Seyffarth, and Sommer are good short biographical and critical sketches or anniversary addresses on the significance of the work of Pestalozzi, †Seyffarth being particularly valuable. The analysis in Fischer is the best chapter in the book. Herisson is a valuable thesis; Plath contains a number of extracts and a good general article; Roth is a short popular sketch; and Vogel is a topical analysis of some value.

Of the Secondary Authorities in group 4, containing short general articles, perhaps the best are the chapters in Compayré, Fitch, and Payne. Payne is a good summary of the influence of the work of Pestalozzi on elementary education. The chapters in the general histories of education cited, while good enough in proportion to the scope of the individual volumes, are, nevertheless, short and inferior to the references cited under group 2. Their chief value is that of giving a brief general view.

The articles in group 5 are articles on special points, and as such do not need comment.

The general student will find sufficient guidance in the suggestions given above under groups 1 and 2, and in the citations in the pages of the Syllabus.

B JOHANN FRIEDRICH HERBART [1776-1841].

(Lang; Plath, § 26; Regener, 197-209; Schiller, 342-378; Schmid, IV, Pt. 2, 752-881; Tompkins; Ziegler, 297-304.)

I HERBART'S LIFE. (Bartholomäi, I, 3-109; *DeGarmo, pt. 1, ch. ii;

† Felkin, 1-24; * Van Liew.)

1 Early life and studies [1776-1797].

a Early philosophic studies.

b Career at Jena [1794-1797].

1) The University of Jena at the time.

2 Acted as a tutor [1797-1800].

a Influence of this experience.

b The bi-monthly reports. († Felkin, pt. 2.)

c Student and tutor at Bremen [1799].

d Visited Pestalozzi at Burgdorf [1799].

3 Herbart as a university professor.

a Became a *privat-docent* in pedagogy at Göttingen [1802].

1) His lectures on ethics.

b Professor of philosophy at Königsburg [1809-1832].

1) The Pedagogical Seminary, conducted after 1810.

a) Methods. Practice school. Followers.

c The second Göttingen period [1833-1841].

4 Herbart's writings on education and philosophy [1800-1831].

a His attempt to establish education as a science.



HERBART.

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II THE EDUCATIONAL PROBLEM AS HERBART FOUND IT. (*DeGarmo, pt. 1, ch. 1.)

1 The empirical work of Pestalozzi.

a His principle of sense-perception.

b His principle of the harmonious development of all the faculties.

- 2 The work of Herbart and his followers.
 - a The development of a psychology capable of direct application to the problems of education.
 - b The demonstration of the possibility of making all school instruction contribute to the development of moral character.
 - c Herbart's work an organization rather than a new contribution. (*Felkin, 24-56.)
- 3 Herbart and Pestalozzi. (*Harris; Natorp; Rein; *Felkin, ch. v.)

III HERBART'S PSYCHOLOGY. (Adams, ch. iii; *DeGarmo; §DeGarmo; Ency. Brit; *Felkin, ch. 1; †Felkin, 24-44; *Herbart; †Herbart; Lange and DeGarmo; 15-29; Tompkins; *Ufer.)

- 1 His conception of the mind as a unity, and his attempt to reduce mental action to a definite basis.
- 2 The doctrine of apperception added to Pestalozzi's principle of sense-perception. (*Harris; K. Lange.)
 - a The term made scientific.
 - b The apperceptive process.
 - c Kinds of apperception.
- 3 Pedagogical consequences of the doctrine of apperception.
 - a The importance of proper education greatly increased.
 - b Fundamental problems of education which at once arise.
 - 1) What means best to use to awaken interest, and thus secure strong apperception.
 - 2) What materials should be used.
 - 3) How best organize these materials.
 - 4) How best present them to the child.
 - c Education thus reduced to a system.
 - d The question of educational values.

IV HERBART'S ETHICS AND THE APPLICATION TO EDUCATION.

- 1 Herbart's ethics. (*DeGarmo, pt. 1, ch. iv; §DeGarmo; *Felkin, ch. ii; Lange and DeGarmo, 7-15.)
 - a The idea of inner freedom.
 - 1) Dependence on knowledge.
 - b The idea of efficiency of the will.
 - c The idea of good will.
 - d The idea of justice, or the prevention of strife.
 - e The idea of equity, or requital.
- 2 Application to education,—character-building. (Lang, pt. 1; Lange and DeGarmo, pt. 3, sect. ii; *Ufer.)
 - a True object of education.

- b Objective and subjective aspects.
- c Importance of action.
- d Influence on one's circle of thought.
- e Innate disposition. Change. Tenacity.
- 3 Government and training of children. (*DeGarmo, pt. 1, ch. vii; *Felkin, ch. iv; Lang, pt. 2; Lange and DeGarmo, pt. 2, sect. iii; *Ufer.)
 - a Distinction between. Aim of both.
 - b Government to be supplanted by education.
 - 1) Necessity of liberty.
 - c Discipline to be continuous treatment.
 - 1) Use of punishment.
 - 2) Use of approbation and disapprobation.
 - d Necessity of the teacher entering into the feelings of the child.

V HERBART'S DOCTRINE OF INTEREST. (Adams, ch. x; *DeGarmo, pt. 1, ch. v; †Harris; Lange and DeGarmo, pt. 2, sect. ii; *Ufer.)

- 1 The necessity of interest in character-building.
- 2 Value of an early many-sided interest.
- 3 How the cultivation of interest may be reduced to a system.
- 4 Kinds of interest.
 - a For knowledge.
 - 1) Empirical. Speculative. Æsthetic.
 - b Arising out of association with others.
 - 1) Sympathetic. Social. Religious.

VI HERBART'S PROCESS OF INSTRUCTION. (*DeGarmo, pt. 1, ch. vi; §DeGarmo; *Felkin, ch. iii; Lang, pt. 2; *Ufer.)

- 1 The process.
 - a Presentation, or first method.
 - b Analysis, valuable for growing minds.
 - c Synthesis, or highest step in instruction.
- 2 The method.
 - a Voluntary attention.
 - b Involuntary attention.
 - 1) Method employed.
 - c Mental absorption and reflection.
 - d The formal steps of instruction.
 - 1) Clearness. Association. System. Method.
- 3 Subject matter of instruction and methods of teaching. (Lange and DeGarmo, pt. 3, sect. 1.)

VII HERBART'S SUCCESSORS IN GERMANY. (*DeGarmo, pt. 2; ‡DeGarmo; †Ufer.)

- 1 The Stoy, or conservative school.
 - a Dr. Karl Volkmar Stoy [1815-1885]. (*DeGarmo, pt. 2, ch. viii.)
 - 1) Application of Herbart's ideas to elementary education.
 - b Dr. Otto Frick [1832-1892]. (*DeGarmo, pt. 2, ch. ix; Ziegler, 346-350.)
 - 1) Application of Herbart's ideas to secondary education.
- 2 The Ziller school. The extension of Herbart's ideas.
 - a Prof. Tuiskon Ziller [1817-1883]. (*DeGarmo, pt. 2, chs. ii-v; Regener, 209-215.)
 - 1) His interpretation of Herbart's ideas.
 - 2) His theory of culture epochs.
 - 3) His theory of concentration of studies.
 - 4) His work in formulating method.
 - a) The five steps of a recitation,—an elaboration of Herbart's four formal steps of instruction.
 - b Dr. William Rein [b. 1847-]. (*DeGarmo, pt. 2, ch. vi.)
 - 1) The application of Ziller's ideas in the practice school.
 - 2) His work at Jena.
 - c Dr. Karl Lange [b. 1849-] and the principle of apperception. (*DeGarmo, pt. 2, ch. vii.)
 - 1) Psychology the basis of method.

VIII HERBERT'S IDEAS IN AMERICA. (*DeGarmo, pt. 3; Syllabus, p. 353.)

- 1 Personnel of the American movement.
- 2 The expositions by Charles DeGarmo, and Charles and Frank McMurry.
 - a Fundamentals of method. Conduct of the recitation.
 - b Aim of education.
 - c Relative value of studies.
 - d Apperception.
 - e Interest.
 - f Concentration and correlation.
- 3 The Herbart Club [Organized in 1892] and its work.
 - a The *Year Books*.
- 4 The Society for the Scientific Study of Education [Organized in 1901].

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5 Suggestions as to Reading.

Of the Editions of Herbart's Works, Willmann is probably the best complete edition, though the single volume editions edited by different persons are to be preferred to the complete edition. The different editions cited are well edited and contain critical introductions of value. †Felkin contains a good biographical and critical introduction with an analysis of the work. †Herbart contains an introduction on Herbart, the Herbartian theory of education, and Herbart and his school. Lange and DeGarmo is one of the best of the series, being exceptionally well edited. Excepting for six letters it contains the same material as †Felkin, but is a more satisfactory edition to use.

Of the works on the life of Herbart and his system of education, *DeGarmo is perhaps the most satisfactory. It is a well written account of his work, his educational principles, his successors and followers in Germany and America, and his influence on education. The general student will find this the most useful reference for the purposes of this section of the Syllabus. Lang is a good short introduction to the ideas of Herbart. Adams, *Felkin, and *Ufer are good expositions of Herbart's ideas, though the general student will find them somewhat long and technical. Van Liew is a good book on Herbart's life and the development of his ideas.

Of the references cited in group 3, the article in the *Encyclopedia Britannica* is very good on Herbart's Psychology. Plath, Regener, and Schiller contain general articles on Herbart's life, work, principles, and followers, Regener and Schiller being better than Plath. Natorp is a good work, though only the special student will need to consult it. Of the short articles in English, *Harris, on the sense perception of Pestalozzi vs. apperception of Herbart, §DeGarmo on correlation, Tompkins' statement and criticism of Herbart's theory, and †Ufer's statement of Herbart's philosophy and pedagogics are worth reading.

The amount of reading which the general student will need to do on such a section as this and the one following will naturally vary with the amount of time given to the study. To cover adequately the various points in the Syllabus would require at least a month. The general student of the history of education can hardly give this much time to a single section, and hence will probably find *DeGarmo about all that he will have time to read. This work is probably the best single reference.

C FRIEDRICH WILHELM FROEBEL [1782-1852].

(Buchner; Dittes, 234-239; Ency. Brit., art. Froebel; †Hailmann; †Hughes; Johonnot, ch. viii; Plath, § 25.)

I EARLY LIFE AND EDUCATION [1782-1816]. (*Autobiography*, 3-103; *Barnard, 21-49; Bowen, ch. i; Franks, chs. i-iv; Hanschmann; †Lange Ed., I; Shirreff; *Snider, bk. i.)

- 1 Early boyhood.
 - a Introspection.
 - b Interest aroused in many problems.
 - c The temple of Nature.
- 2 Early estranged from his parents.
- 3 Apprenticed. His desires not consulted.
- 4 Experiences at Jena. [1801].
- 5 Inherited some money and began the study of architecture [1805].
 - a Gruner's advice.
- 6 Became a teacher [1805].
 - a Influence of Pestalozzi. (†Hailmann.)
 - b Visited Pestalozzi at Yverdon [1805].
 - c The results of the visit. His teaching.
- 7 Became a tutor to three boys [1807].
 - a Study of nature.
- 8 Second visit to Pestalozzi [1808-1810]. (†Hailmann.)
 - a Saw the great value of music and play.
 - b Debt to Pestalozzi.
- 9 Studied at Göttingen and Berlin [1811-1812].
- 10 Life as a soldier [1813-1814].
 - a Beginning of his friendship with Middendorff and Langenthal. (*Barnard, 131-144.)
- 11 Became an assistant in a mineralogical museum, in Berlin, [1814].
 - a Symbolism of the minerals.
 - b Left Berlin [1816] to become a tutor again.



FROEBEL.

(From Dr. W. Lange's *Life of Froebel*.)

II FROEBEL AS A TEACHER AND REFORMER [1816–1852]. (**Autobiography*, Letter to Krause and Letter to Barop, 103–138; Bowen, ch. ii; Hanschmann; Heinemann; †Lange Ed., I; *Snider, bk. 2.)

- 1 The “Universal German Educational Institute” opened at Griesheim [1816]. (Franks, ch. v.) Moved to Keilhau [1817]. (Ebers.)
 - a Hard struggle of the community [1817–1822].
 - b Growth of the school.
 - c The Government inspection of 1824–1825 and the Report. (*Barnard, 105–110; Bowen, 29–31; Franks, ch. vi; †Lange Ed., I.)
 - 1) Opposition arising from the anti-student-association feeling.
 - d Decline of the Institute.
- 2 *The Education of Man* published [1826].
- 3 Froebel went to Switzerland [1829]. (Barop, in *Barnard, 97–104; Franks, ch. vii; Heinemann, ch. i; †Lange Ed., I, for announcements of the schools.)
 - a School opened at Wartensee.
 - b Opposition. Moved to Willisau [1833].
 - c Opened an orphanage at Burgdorf [1835].
 - 1) Saw the need of reforming the nursery.
 - d Returned to Germany [1836].
 - 1) Importance of the Switzerland work.
- 4 Opened a school for little children [*Anstalt für Kleinkinderpflege*] at Blankenburg, near Keilhau [1837]. (Franks, ch. viii; Heinemann, ch. i; Michaelis and Moore; *Snider, bk. 3.)
 - a Efforts to bring the new idea before the public at Dresden [1838–1839]. (Franks, ch. ix; Shirreff.)
 - b The new school named *Kindergarten* [1839].
 - c *Mutter- und Kose-Lieder* published [1843].
 - d School given up [1844].
- 5 Resolved to address himself henceforth to women. (Franks, ch. x.)
 - a Froebel’s *Letters on the Kindergarten* [1838–1852]. (Heinemann; Shirreff.)
- 6 Met and secured as disciples Baroness Marenholtz-Bülow and Diesterweg. (*Barnard, 145–158; Franks, ch. xii; Heinemann, ch. v.)
 - a Recollections of Froebel at this period. (*Barnard, 117–124; *Lange, in *Barnard, 69–80, and in Barnard’s Jr., XXX, 833–845; *Marenholtz-Bülow.)
 - b Training college opened at Liebenstein [1850].
- 7 The Prussian decree of August 7, 1850.
- 8 Froebel retired to Marienthal. Last days. Death [1852]. (Franks, ch. xi; *Marenholtz-Bülow.)

III THE EDUCATION OF MAN [*Die Erziehung der Menschheit*, 1826]

(*Barnard, pt. ii; Bowen, chs. iii, v, vi; Buchner; Franks, Ap. 1;

*Hailmann Edition, pt. 1; *Seidel.)

- 1 The universal law underlying development. (Herford, 1-23; *Hughes, ch. iii.)
 - a The object of education.
 - b Development demands freedom and proper conditions.
 - c Self-activity essential to the unfolding of the inborn capacities. (*Hughes, ch. iv.)
 - d Sacredness of the individual.
 - e Continuity in the development of a child's life from the period of earliest infancy.
- 2 Education should lead a man to:—(*Hailmann Ed., pt. i; Herford, 1-23; †Marenholtz-Bülow, chs. i-iv.)
 - a Clearness concerning himself and his relations to humanity. (†Marenholtz-Bülow, ch. xi.)
 - 1) Social activity.
 - a) Play a means to an end.
 - b) Gifts; songs; games.
 - b Peace with Nature; harmony with Nature's laws. (†Marenholtz-Bülow, ch. x.)
 - 1) Use of the hand, eye, and ear. (†Marenholtz-Bülow.)
 - 2) Inquiry; comparison; spontaneous activity.
 - c Unity with God. (†Marenholtz-Bülow, ch. xii.)
 - 1) Moral practices.
 - 2) Community life the basis of religious feeling.
- 3 The period of early childhood. (*Hailmann Ed., pt. ii; Herford, 24-27; †Marenholtz-Bülow, chs. iii, v.)
 - a The child finding himself.
 - b Development of the muscles. Physical education.
 - 1) Play as an educational factor. (*Hughes, ch. v; †Marenholtz-Bülow, ch. ix; Wiggin and Smith, 145-176.)
 - c Development of the senses.
 - d Means of arousing the child's self-activity.
 - e Wealth of the child's world.
 - f Beginning of formal instruction through drawing.
- 4 Boyhood. (*Hailmann Ed., pts. iii, iv; Herford, 48-67; †Marenholtz-Bülow, ch. v.)
 - a Transition from play to work. Formative instincts. Exploring surroundings. Aiding parents. Sense of proprietorship.
 - b Perversion of natural development. Sins against childhood.
 - c Need, aim, and spirit of schools.

- 5 Chief groups or subjects of instruction. (*Hailmann Ed., pt. v; Herford, 68-92; *Hughes, chs. vii, viii; Wiggin and Smith, III.)
 - a Natural science and mathematics.
 - 1) Study of nature. Excursions. (†Marenholtz-Bülow, ch. x; Wiggin and Smith, 23-42.)
 - b Form. Symbolism.
 - c Language. Connection with nature and religion.
 - d Art and art objects. Representation of the inner life. (Wiggin and Smith, III, 128-144.)
- 6 Unity between family and school. (*Hailmann Ed., pt. vi, A; Herford, 93-96.)
 - a The school to supplement, not replace the family.
- 7 Cultivation of the religious sense. (Bowen, ch. vi; *Hailmann Ed., pt. vi, B; Herford, 71-78; Wiggin and Smith, III, 108-127.)
 - a Awakening of the ideal side of the child's nature.
 - b Good and bad religious training.
 - c Necessity of moral practices [self-activity] in religious instruction.
 - d Object of all religious instruction.
 - 1) Pantheistic idealism.

IV THE MOTHER AND NURSERY SONGS [*Mutter- und Kose-Lieder*, 1843-.] (*Barnard, 575-594; Bowen, ch. iv; Eliot and Blow; †Marenholtz-Bülow, ch. viii; Wiggin and Smith, 92-107.)

- 1 Object Froebel had in mind.
- 2 Nature of the collection. (*Blow; Lord; †Seidel.)
- 3 Meaning and educational value of the infant games and mother songs. (†Blow; †Snider.)

V NATURE OF THE KINDERGARTEN. (*Barnard, 595-616; Buchner; Butler; Harris; Heinemann, chs. ii, iii; †Marenholtz-Bülow, chs. vi, vii; Michaelis and Moore; Smith; *Snider, bk. 3; Wiggin and Smith, III.)

- 1 Perception, observation, comparison, and judgment as employed in the kindergarten.
- 2 Doing, expression, and self-activity in the kindergarten. (†Blow.)
 - a Movement and gesture.
 - b Song; rhythmic motion.
 - c Graphic representation.
 - 1) Use of color.
 - d Language; the story.
- 3 Technique of the kindergarten.

- a The Gifts. (Bowen, 136-145; ‡Froebel; Kraus-Boelte, I; Wiggin and Smith, I.)
 - 1) Nature and use.
- b The Occupations. (Bowen, 146-149; §Froebel; Kraus-Boelte, II; Wiggin and Smith, II.)
 - 1) Nature and use.
- 4 Prominence given to the study of nature. (Wiggin and Smith, III, 23-42.)
 - a School gardens. (§Froebel, ch. vii.)
- 5 Emphasis placed on motor activity and manual instruction. (‡Marenholtz-Bülow; Shaw; Wiggin and Smith, III.)
- 6 Place of the kindergarten in the school-system. (Wiggin, 187-220.)
 - a The kindergarten proper.
 - b Transition classes. (Bowen, ch. vii; §Froebel, ch. x.)

VI EXTENSION OF THE KINDERGARTEN IDEA. (*Barnard, 5-16; Syllabus, pp. 352-353.)

- 1 In Germany. (Schmid, V, Pt. 3, 441-516.)
 - a Official opposition.
 - b What Payne found in 1874. (Payne, 203-271.)
 - c Present status.
- 2 In Austria and Italy.
- 3 In France.
- 4 In England. (Barnard's Jr., II, 449-451.)
- 5 In the United States. (*Barnard, 10-16, 529, 651, 672; Boone, 332-337.)
 - a The American Froebel Union.
 - b Services of Miss Peabody, Miss Blow, Miss Marwedel, and others.
 - c The kindergarten in the city school systems,—St. Louis. (*Barnard, 651-653; Harris.)
 - d The charity kindergartens,—Boston, San Francisco. (*Barnard, 665-672.)

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4 For additional bibliography on Froebel see *Barnard; Bowen, Ap. B; *Froebel; *Lange, 145-152; and Munroe, 244-246.

5 Suggestions as to Reading.

Of the works on the life of Froebel, in group 1, the most important are *The Autobiography*, translated by Michaelis and Moore, which covers the first thirty-three years of Froebel's life; and *Marenholtz-Bülow, which covers the last two years of Froebel's life and is valuable as an exposition of his theories. The early life of Froebel is a valuable commentary on the system of training and theory of education which he later developed. Ebers gives an extended account of Froebel and his institution at Kielhau. *Lange is an interesting reminiscence. Of the writings of Froebel, †Lange is the standard complete edition, and is usually found in libraries. Hailmann's somewhat aoridged translation of the *Menschen-Erziehung* is the stand-

ard English edition, while Blow, or Lord, are standard English editions of the *Mutter- und Kose-Lieder*. In Lord the original illustrations are retained. ‡Froebel and §Froebel are on the gifts, games, and occupations, and form our most valuable original authority on the practices and methods of the kindergarten. Heinemann is a series of letters and addresses to the women of Germany. The average student will find Herford's *The Student's Froebel* more nearly suited to his needs than the complete work by Hailmann. This valuable short work is an abridgment and translation from *Seidel, and contains the more important parts of the work.

Of the Important Secondary Authorities, in group 2, Bowen, Franks, Hanschmann and Snider are the most important on the life and work of Froebel. Bowen is an excellent outline of Froebel's life, writings, ideas, and influence, and is probably the most useful of the four. Hanschmann is a detailed and our most complete life of Froebel, but it is rather diffuse and in places is quite emotional. Franks, which is a free translation and condensation of Hanschmann, is a good work. Snider is a good sketch of Froebel's early life, his work as a schoolmaster, and the founding of the kindergarten. Shirreff is a good, short, and quite interesting sketch, contains a translation of the letters written from Leipzig and Dresden by Froebel to his first wife, and gives an account of his work there. Of the shorter articles, the chapter in Quick is one of the best. *Barnard is a mine of information and a very valuable collection. Kraus-Boelte's two volumes are full and complete, and beautifully illustrated. †Marenholtz-Bülou is an excellent book and contains one of the best summaries of Froebel's principles which we have. Smith is a good, short, popular account of what the kindergarten is, and Wiggin & Smith are a series of popular works which explain kindergarten work in a simple manner.

Of the short general or critical articles, in group 3, Boone and Harris relate to the extension of the kindergarten in America, Harris being an especially valuable note. *Barnard, under group 2, also contains many valuable articles on this point. Payne contains a detailed description of what he saw on his visit to Germany in 1874. The general histories of education mentioned,—Compayré, Dittes, ‡Hailmann, Munroe, Plath, and Williams, all contain short general chapters, generally lacking in detail and of but minor value. The remaining magazine articles are good on the point treated, and are worth reading by the student especially interested in the subject.

As in the preceding section on Herbart, the amount of reading which the general student will need to do will depend largely on the amount of time given to the section. If the student has but little time to devote to the work, Bowen will probably be the best single reference. If time permits the *Autobiography* might be included with advantage. If the reading must be limited to a single chapter, Quick offers one of the best. If a little time can be devoted to reading from Froebel, Herford's selections from *The Education of Man* will prove very useful.

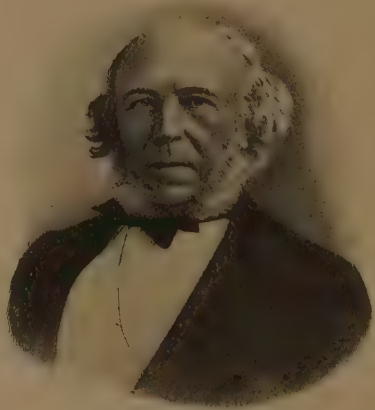
XXXVII THE QUESTION OF EDUCATIONAL VALUES.

HERBERT SPENCER'S ESSAYS ON EDUCATION [1861].

(*Compayré, 535-556; †Compayré; Harris; Jordan; Leitch, 239-298; Quick, ch. xix.)

I WHAT KNOWLEDGE IS OF MOST WORTH.

- 1 Knowledge for discipline and for use.
- 2 The relative value of knowledge.
 - a For self-preservation.
 - b For gaining a livelihood.
 - c As to rearing offspring.
 - d For citizenship.
 - e Ornamental education.
- 3 Supreme value of science.
 - a Contrast with existing conditions.



[1820-1903.]

HERBERT SPENCER.

II INTELLECTUAL EDUCATION.

- 1 Criticism of the methods of his time.
- 2 Statement of principles upon which instruction should be based.
 - a From the simple to the complex.
 - b From the concrete to the abstract.
 - c Should accord with the development of the race.
 - d From empirical to rational.
 - e Self-development fundamental.
 - f Happiness the ultimate test.
- 3 His theses those for which the reformers for two hundred and fifty years had stood.
- 4 Subjects of study proposed.

III MORAL EDUCATION.

- 1 Criticism of the brutality of parents and schoolmasters.
- 2 The system of natural punishments.
 - a Danger of artificial punishments.

- 3 Great demands made on parents.
- 4 Criticism of this essay. (*Laurie; †Laurie, ch. xvi.)

IV PHYSICAL EDUCATION.

- 1 The robust animal.
- 2 Neglect of the body in education.
- 3 Diet; clothing; exercise; play.
- 4 Over-application.

V IMPORTANCE OF THE ESSAYS. (Jordan.)

- 1 As a statement, in forceful English, of the best ideas of the reformers.
- 2 In starting anew a discussion as to the relative worth of studies, which, though still in great part unsettled, has effected a great change in assigned values.
 - a This question a disagreeable one to English schoolmasters.
 - b The same question in other countries.
 - 1) In Germany.
 - 2) France.
 - 3) America.
 - a) In elementary education.
 - b) In secondary education.
- 3 Merits and defects of the Essays.

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- Spencer's Essays are well worth reading, though possibly too long for ordinary class use. Of the articles on Spencer's Essays, *Compayré, Jordan, *Laurie or †Laurie, and Quick are all good readable chapters. Jordan is a particularly good article. Leitch describes Spencer's proposals. Harris criticises Spencer's first chapter. †Compayré is a good short volume in *Les grands éducateurs* series.

XXXVIII THE NINETEENTH CENTURY IN GERMANY.

(Davidson, 220-253; Dittes, 250-267; Freytag, see table of contents.)

I AFTER FREDERICK THE GREAT. (Mrs. Barnes; Russell, 76-81; J. R. Seeley, II.)

- 1 Inability of his successors to carry out the reforms he had begun.
- 2 The battles of Jena and Auerstädt [Oct. 14, 1806], and the Treaty of Tilsit [July 7, 1807].
- 3 The struggle for national freedom. (Adamson, 80-84, 100-104; Francke, ch. ix, pts. 3 and 4; Smith, I, 135-142.)
 - a Work of the leaders:—
 - 1) The Emancipating Edict of Stein [1807].
 - 2) Reform of the army by Scharnhorst [1807-1814].
 - 3) Arndt's songs. (Francke, 490-495.)
 - 4) Fichte's Addresses to the German nation. (Adamson, 84-92; Duproix, pt. 2; Färber, 191-304; Francke, 434-444; Guimps, 164-166; Hall; Smith, I, 128-135; Vogt; Ziegler, 281-288.)
- 4 The problem before the leaders.
 - a A national school system the best means to the end.
 - b To secure such, required:—
 - 1) Centralization; unification; subordination.
 - 2) Definite aims and methods of work.

II THE STEPS IN THE PROCESS. (Mrs. Barnes; Dittes, 250-267; *Paulsen, II, 276-313; Russell, ch. iv.)

- 1 William von Humboldt made head of the department of public instruction [1809].
 - a His learning.
 - b His conception of the possibilities of education.
- 2 Reforms of Humboldt [1809-1811] and of his successor von Schuckmann [1811-1818]. (*Barnard, 65-74; Barnard's Jr., XX, 360-370; J. R. Seeley, II, 424-435; Ziegler, 267-273.)
 - a In elementary education. (*Fischer, II, ch. iii; Regener, 216-222.)
 - 1) Introduction of Pestalozzian methods [Zellar]. (Guimps, 164-166; Hall; Pinloche, 289-300; Syllabus, p. 257.)

- b Partial unification of the *Gymnasien* [1812].
 - 1) The *Lehrplan* of 1816.
- c Examinations for teachers begun [1810]. (Perry, 58-72.)
- d Leaving examinations revived and enforced [1812].
 - 1) Required to enter the Civil Service [1834].
- e The University of Berlin founded [1809]. (Adamson, 93-100; *Paulsen, II, bk. 5, ch. iv; †Paulsen, 65-69; Wagner.)
 - 1) Nature of the new institution. (J. R. Seeley, II, 428-435.)
 - 2) The first faculty.
- f Ministry for Educational Affairs created [1818].

III SUBSEQUENT DEVELOPMENTS. (Arnold, ch. i; Barnard's Jr., XVII, 435-554, XX, 360-434; Nohle, 61-82; Regener, 216-222; *Rein, VII, 1013-1040; ‡Rein; L. Seeley, ch. vi; Ziegler, 305-357.)

- 1 The period from 1818 to 1840 one of increasing State centralization [Ministry of von Altenstein]. (Clausnitzer, 48-100; Donalson, lect. i; *Fischer, II, ch. iv; *Paulsen, II, bk. 5, ch. v; Regener, 216-222; Rep. U. S. Com. Educ., 1893-1894, I, 245-297.)
 - a Great development of elementary schools.

1825 Cabinet order referring to compulsory attendance.

1833 Royal order concerning abolishment of tuition fees. Only partially carried out until 1888.

1834 Cabinet order concerning supervision of schools.

- b Real beginning of city normal schools [Berlin, 1831]. (Russell, 101.)
- 2 Further development of the *Volksschule*, and of State control of education. (Clausnitzer; Donalson, lect. i; *Fischer, II, chs. v-x; Frank; Nohle, 76-82; Regener, 216-222; Rep. U. S. Com. Educ., 1893-1894, I, 245-297; Schmid, V, Pt. 3, 127-255.)
 - a Altenstein succeeded by Eichhorn, a narrow bigot [1840].
 - 1) The conflict between Church and State.
 - 2) Attempt to crush out Pestalozzian ideas.
 - b The revolutions of 1848.
 - 1) The National Assembly [1848] and the new constitution [1848, 1850] reasserted the supremacy of the State in education.
 - c The clerical reaction.
 - 1) The dark period from 1850 to 1872.
 - 2) The three *Regulativen* of 1854. (Muehler; Plath, §27.)
 - a) The "cram" method.

d Growing demand for a uniform educational system.

- 1) Bismark recognized the new demands and appointed Falk as Minister [January, 1872].
 - a) The supremacy of the State in education asserted.
 - b) The new Regulations of October 15, 1872. (Nohle, 79-82; Sonnenschein; the part for elementary schools, in full, Eng. Educ. Reports, I, ch. 15; the part for training schools, in full, Perry, 94-96, 194-213.)
- 2) Minor changes since 1872.

1875 Vaccination law.

1882 and 1885 Laws regulating pensions for teachers and their widows and orphans.

1888 Final abolition of tuition fees undertaken.

3) Agitation for a modification of the plan of instruction.

4) The Elementary Education Bill of 1893. (Butler, digest of bill.)

THE PROGRESS OF ELEMENTARY EDUCATION IN PRUSSIA.

Reduction in the Percentage of Illiteracy among Prussian Army Recruits. (From *Rep. U. S. Com. Educ.*, 1899-1900, I, 782.)

Years.	Number of Recruits Drawn.	Illiterates.	Ratio of Illiteracy.
			<i>Per cent.</i>
1864-65.....	63,032	3,480	5.52
1866-67.....	99,716	3,800	3.81
1867-68.....	88,607	3,295	3.72
1868-69.....	80,601	3,182	3.94
1869-70.....	80,028	2,703	3.37
1870-71.....	90,899	2,083	2.29
1871-72.....	88,382	3,019	3.42
1872-73.....	85,294	3,907	4.58
1873-74.....	83,331	3,324	3.98
1874-75.....	85,779	3,172	3.70
1875-76.....	85,507	2,749	3.21
1876-77.....	84,695	2,506	2.96
1877-78.....	86,177	2,140	2.48
1878-79.....	86,489	2,265	2.62
1879-80.....	84,915	1,951	2.30
1880-81.....	91,688	2,172	2.37
1881-82.....	91,233	2,169	2.38
1882-83.....	90,675	1,848	2.04
1883-84.....	89,919	1,827	2.03
1884-85.....	91,734	1,749	1.91
1885-86.....	91,923	1,579	1.72
1886-87.....	101,456	1,160	1.14
1887-88.....	108,462	1,156	1.07
1888-89.....	108,582	992	.96
1889-90.....	102,990	825	.80
1890-91.....	117,194	985	.84
1891-92.....	111,516	784	.70
1892-93.....	113,118	680	.60
1893-94.....	152,457	569	.47
1894-95.....	155,358	511	.33
1895-96.....	151,468	346	.22
1896-97.....	151,657	250	.16
1897-98.....	151,832	170	.11

Percentage of the Total Population enrolled in the Public Elementary Schools.¹ (From a table in *Rep. U. S. Com. Educ.*, 1898-1899, I, p. 152.)

	<i>Per cent.</i>
1822	12.2
1825	12.9
1828	14.8
1831	14.7
1834	15.6
1837	15.4
1840	14.9
1843	15.0
1846	15.1
1849	15.2
1852	15.2
1855	15.2
1858	15.3
1861	15.0
1864	14.7
1867	15.4
1871	15.8
1878	15.8
1882	15.7
1886	16.9
1891	16.4
1895	17.0

¹ To the recent figures about 2 per cent. should be added for pupils in private schools or receiving private instruction, and 1 per cent. for pupils in secondary schools.

e Great influence on German elementary education of the ideas of Pestalozzi, Herbart, and their disciples. (Davidson, 220-253; Diesterweg; Syllabus, pp. 257, 264.)

- 1) Christian Wilhelm Harnisch [1787-1864]. (Bartels; Plath, 324-340.)
- 2) Adolph Diesterweg [1790-1866]. (Cassell; †Fischer; Plath, 340-355; Krause; Richter; Rudolph; †Sallwürk, I, 3-124; Wacker, i-ii; Wilkie.)
- 3) Stoy, Ziller, and Rein. (Syllabus, p. 265.)

IV THE STRUGGLE OF THE *REALSCHULEN* FOR RECOGNITION.

(Eng. Educ. Repts., IX, ch. 9; Eucken; Nohle, 69-76; *Paulsen, II, bk. 6, ch. v; Russell, ch. xx; Sanders; Schmid, V, Pt. 2, 1-106; Thiergen; Ziegler, 317-326, 338-346.)

- 1 Early changes in the curriculum for secondary schools.

THE DECREASE IN ILLITERACY IN PRUSSIA, BY PROVINCES.
(From Rep. U. S. Com. Educ., 1899-1900, I, p. 781.)

Provinces.	1841.	1864-65.	1881.	1894-95.
	Per cent.	Per cent.	Per cent.	Per cent.
East Prussia	15.33	16.54	{ 7.05	0.99
West Prussia	2.47	.96	{ 8.79	1.23
Brandenburg	1.23	1.47	.32	.06
Pomerania	41.00	16.90	.43	.12
Posen	9.22	3.78	9.97	.98
Silesia	1.19	.49	2.83	.43
Saxony	2.14	1.03	.28	.09
Westphalia	7.06	1.13	.60	.02
Rhenish Prussia		.23	.23	.05
Hohenzollern		.00	.00	.00
The State	9.30	5.52	2.38	.33

- a The *Lehrplan für Gymnasien* of 1837.
- b The classification of 1859.
- c The revision and regulations of 1872.
- d The *Realgymnasien* and the *Oberrealschulen* of 1882.

- 2 The Berlin School Conference of December, 1890. Hornemann; †Rein; Wood; Ziegler, 350-357.)

- a The preceding agitation. (Bolton, ch. iii; Rep. U. S. Com. Educ., 1889-1890, I, 335-343.)

- b The address of the Emperor. (Rep. U. S. Com. Educ., 1889-1890, I, 359-363.)

- c The debate in the Conference. (Rep. U. S. Com. Educ., 1889-1890, I, 363-398.)

- d The revised Gymnasial Programs of 1892. (Bolton, ch. iv; Eng. Educ. Repts., III, ch. 3; Russell, ch. vi.)

- 3 The Berlin School Conference of 1900 and its results. (Educ. Rev., XXIII, 103-105.)

- a The revised Programs of 1902. (Eng. Educ. Repts., IX, ch. 2; *Wright; †Wright.)

- b The present status of the question. (Eng. Educ. Repts., IX, ch. 1; Kaemmel; Thiergen; Rep. U. S. Com. Educ., 1901, I, 3-8.)

- 4 Significance of these changes. (Sanders.)

V RECENT UNIVERSITY HISTORY. (Syllabus, sect. XX.)

- 1 Effect of the founding of the University of Berlin [1809].
(Adamson, 93-100; Wagner.)
- 2 Work of the German Universities during the 19th century.
(†Barnard; Conrad; Dreyfus-Brisac; Nohle, 62-63; †Paulsen, 65-88; Perry; Rep. U. S. Com. Educ., 1891-1892, I, 247-368; 1898-1899, I, 228-236.)
- 3 The new technical universities.

VI PRESENT STATUS OF THE GERMAN [PRUSSIAN] SCHOOL SYSTEM. (Dawson, ch. vi; Hughes, chs. iv, x; Kirchner; Klemm; Parsons; *Prince; Reps. U. S. Com. Educ., see list of articles; Russell, ch. vi; *Sallwürk; Stötzner; Ware, ch. iv.)

- 1 Kindergartens. (L. Seeley, ch. xxxiv.)
- 2 The common school. [*Volksschule, Mittelschule, Vorschule.*] Eng. Educ. Repts., IX, ch. 4; Kanitzsch; Parsons; Perry, 1-35; L. Seeley, ch. xiii; Stötzner; Wood-Lovejoy.)
 - a Annual expenditure per capita in Prussia. (Hughes, p. 71.)

	1861	1871	1878	1880	1891
In Towns.....	14.64 M	22.10 M	33.67 M	33.59 M	39.99 M
In the Country.....	8.80	10.72	18.40	19.79	24.73
In General.....	10.37	13.97	23.10	24.07	29.74

- 3 Continuation schools. (Eng. Educ. Repts., I, ch. 16, IX, ch. 8; Rep. U. S. Com. Educ., 1901, I, p. 123 for statistics.)
 - a General continuation schools.
 - b Industrial continuation schools. (L. Seeley, ch. xxxiii.)
 - c Trade schools. (Rept. U. S. Com. Labor, 1902, ch. vii.)
 - d Commercial schools. (Eng. Educ. Repts., IX, ch. 10; Heinig.)
 - e Agricultural schools.
- 4 The higher classical school [*Gymnasium*]. (Beier; Bolton, ch. iv; Bruncken; Goodwin; Hughes, ch. x; Rep. U. S. Com. Educ., 1899-1900, I, p. 771, for statistics as to all higher schools; Russell, 120-126; Stötzner; Young, ch. vi.)
 - a The *Progymnasium*.
- 5 The Latin-Scientific higher school [*Realgymnasium*]. (Beier; Bolton; Russell, 126-127.)
 - a The *Realprogymnasium*.
- 6 The non-classical higher school [*Realschule, Burgherschule*]. (Beier; Bolton, ch. iv; Russell, 127-128; Eng. Educ. Repts. I, ch. 13.)
 - a The *Oberrealschule*. (Beier; Eng. Educ. Repts., I, ch. 14.)
 - b Relatively greater development of Realschulen.

Elementary

Infant schools				Peoples schools										Technical and professional schools															
Year of life				3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
				2	Kindergarten																								
a				b	c	Shading shows compulsory period 6-12 no exemptions 12-14 six hours daily employment 14-18 optional with municipal authorities										Continuation schools Industrial schools Trade schools													
b				In which children under two years of age are cared for during the day.																									
c				For children of the laboring classes till four years of age.										d															
c				A continuation of the preceding.										Preparatory															
d				The course of study in middle schools usually terminates at 14 but sometimes continues to 17.										Men's normal Practice as trial candidates Women's normal Governesses normal															

	Transitional	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
e Elementary		Girls middle schools										e											
f Secondary but not officially recognized.		Girls higher schools										f											
g The government refused to grant the girls gymnasium at Breslau the privilege possessed by gymnasia for boys, viz, the certificate admitting to the universities, the minister of public instruction saying in 1898 that the government intended university study for women to be the exception, not the rule. The course varies widely and is not yet successfully established.												Gymnasia ^g											
													Women's normal										
													Governesses normal										
													Teachers class										
* Teachers seminaries in Berlin and Göttingen.													h										

Secondary	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Superior	21	22	23	24	25	26
Full classical leading to all faculties of the university.	I	II	III	VI	V	IV	IIIb	IIIa	IIb	IIa	Ib	Ia	Faculties of the university											
Latin, no Greek, leading to natural science, modern language and mathematics of the philosophical faculty.	Vorschulen												Gymnasia ^c						Philosophy, theology, law, medicine					
No Latin or Greek, leading to natural science and mathematics of the philosophical faculty.	the special preparatory classes or the ordinary peoples schools												Real-gymnasia ^d						Philosophy ^d					
													Higher real-schools ^f						Theology ^g					
													Progymnasia ^e						Law ^o					
													Real-progymnasia ^m						Medicine ^o					
													Real-schools ⁿ						Dentistry					
																			Veterinary medicine					
Admits to the next class in the gymnasium.																			Pharmacy					
^m - - - - - real-gymnasium.																			p					
^o - - - - - higher real-school.																								
ⁿ Minimum course for a degree.																			Secondary industrial ⁿ					
^p Teachers seminaries connected with schools, gymnasia and universities.																								
Chemnitz technical school, Saxony																			Polytechnica					

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- 7 The advanced girls' school [*Höhere Mädchenschule*]. (Beier; Bolton, ch. v; Russell, 129-132.)
- 8 Private schools; church schools.
- 9 Universities. (Conrad; Hart; †Paulsen, chs. iii-vi; Perry.)
- 10 Interrelation of the schools.
 - a The Altonaer and Frankfort plans. (Russell, 136-137; Viereck.)
- 11 Coeducation; education of girls. (Eng. Educ. Repts., IX, ch. 3; Russell, 129-134; L. Seeley, ch. xxxii.)
- 12 Normal Schools; training of teachers. (Bolton, ch. ii; Eng. Educ. Repts. IX, ch. 5; Parsons; Perry, 58-72, 94-96, 194-213; †Prince; Russell, chs. xviii, xix; L. Seeley, chs. xx-xxiii; Stötzner.)

VII ADMINISTRATION OF THE PRUSSIAN SCHOOL SYSTEM. (Bolton, ch. i; Hughes, 64-67, 235-237; Parsons; *Prince; Russell, ch. v; Rep. U. S. Com. Educ., 1901, I, 33-40; Young, ch. iii.)

- 1 The Minister for Religious, Educational, and Medicinal Affairs [*Minister der Geistlichen, Unterrichts- und Medicinal-Angelegenheiten*]. (L. Seeley, ch. vii.)
 - a The Assistants for Education [*Direktoren*].
 - b School laws and regulations.
- 2 The thirteen Provincial School-Boards [*Provincial Schulcollegien*]. (L. Seeley, ch. viii.)
 - a Organization and duties.
 - b The Examination Commission [*Wissenschaftliche Prüfungs-Commission*].
 - c The supervision of religious instruction.
- 3 The Government School Boards [*Regierungen*; division of a province]. (L. Seeley, ch. ix.)
 - a Purpose and duties.
 - 1) The Ministerial Regulations of October 15, 1872. (See above, III, 2, d, 1), b.)
 - 2) Ministerial decrees. (Pogge.)
- 4 The District School Boards [*Kreisschulinspektoren*]. (Parsons, 5-6, 67-74; L. Seeley, ch. x.)
 - a Nature of and duties.
- 5 The Local School Boards [*Schuldeputations*]. (L. Seeley, ch. xi.)
 - a Organization and powers.
- 6 Comparison with America.

VIII SOME PROMINENT FEATURES OF THE GERMAN SCHOOL SYSTEM. (Bolton, ch. vi; Hughes, chs. iv, x.)

- 1 Compulsory education. (Kerchove d'Exaerde; L. Seeley, ch. xii; Rep. U. S. Com. Educ., 1898-1899, I, 147-164.)

- a Education a duty as well as a privilege.
- 2 Religious instruction. (Parsons; Russell, ch. xi; L. Seeley, ch. xvii.)
- 3 Preparation of teachers; tenure; pensions. (Parsons; †Prince; Russell, chs. xviii, xix, Appendix E; L. Seeley, chs. xxiii, xxiv; Young, ch. iv.)
- 4 Centralization, but with certain local liberties. (Parsons.)
- 5 Monarchical conditions. No educational ladder.
- 6 Intense specialization; technical preparation.
- 7 Sources of Support for the Elementary Schools [1896]. (Hughes, p. 71.)

Sources of Income.	In Towns.	In the Country.
State's Contribution	16.05%	38.99%
Local Taxation	69.25%	42.85%
Permanent Funds	0.94%	6.72%
State and Communities combined.....	1.27%	1.67%
State, Communities, and Funds combined.....	12.49%	9.77%

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Article and Author.	Volume.	Chapter.
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The Ober-Realschulen of Prussia, with special reference to the Ober-Realschule at Charlottenburg, by M. E. Sadler.....	I	14
The Prussian Elementary School Code, translated by A. E. Twentyman	I	15
The Continuation Schools of Saxony, by F. H. Dale.....	I	16
Problems in Prussian Secondary Education for Boys, by M. E. Sadler	III	2
The Curricula and Programmes of Work for Higher Schools in Prussia, translated by W. G. Lipscomb.....	III	3
The Development and Organization of the Higher Schools of the Grand Duchy of Baden, by H. E. D. Hammond.....	III	4
Tendencies in the Educational Systems of Germany, by Dr. W. Rein. Translated by F. H. Dale.....	III	6
The Unrest in Secondary Education in Germany and Elsewhere, by M. E. Sadler.....	IX	1
Note on the Revised Curricula and Programs of Work for Higher Schools for Boys in Prussia, 1901, by A. E. Twentyman.....	IX	2
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Note on Impending Changes in the Professional Training of Elementary School Teachers in Prussia, by A. E. Twentyman.....	IX	5
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Title of Article.	Report.	Pages.
Comparison of the schools of Germany, France, and the United States; good diagrams, courses of study graphically represented	1888-1889	32- 77
Middle and intermediate schools of Prussia.....	1889-1890	281-292
The schools of the Kingdom of Saxony; economic development of Saxony, and educational progress.....	1889-1890	299-312
Higher schools of Prussia; the agitation for reform; the Berlin Conference of December, 1890; the Emperor's address and the proceedings in full; subsequent proceedings.....	1889-1890	314-407
Brief view of the schools of Austro-Hungary.....	1889-1890	419-454
Brief statement of the school system of Prussia.....	1889-1890	455-464
Training of teachers in Germany, Austria and Switzerland; the Swiss school system.....	1891-1892	139-196
German Universities—history and present status.....	1891-1892	247-368
The schools of Bavaria.....	1892-1893	323-336
Results of Prussian common-school statistics discussed; common-school teachers of Prussia.....	1893-1894	206-244
Development of the common-school system of Berlin.....	1893-1894	245-297
The new education in Germany; is German pedagogy in a state of decomposition; supplementary and industrial schools of Germany; rural and ungraded schools of Germany; comparative review of courses of instruction in sixteen German cities; normal schools of Switzerland; national features of female education; education in the Grand Duchy of Luxemburg	1894-1895	322-485
Public industrial education in Berlin; salaries of elementary teachers in Germany and Austria.....	1895-1896	138-164

Title of Article.	Report.	Pages.
Educational thought in Central Europe: Special schools for defectives; school savings banks; attendance at boys' high schools in Prussia; manual training in Germany; statistics	1896-1897	126-206
History of the German School System (See Nohle)	1897-1898	3- 82
Progress of elementary schools in Prussia, 1886-1896	1898-1899	125-147
School attendance and compulsory education in Europe	1898-1899	147-164
Preparation of normal-school teachers in Prussia; Federal aid for elementary schools in Switzerland; history of secondary schools in Hungary; seventy years of attendance at the German universities	1898-1899	201-203
Educational thought in Central Europe: Statistics; schools of Berlin; expenditures for education; medical inspection; secondary education; defectives; industrial and commercial schools of Hungary; corporal punishment in Prussia; Baroness von Bülow and kindergartens	1899-1900	721-894
Education in Central Europe, chiefly Germany; supervision in Germany; commercial schools; reformatory education in Prussia; continuation schools of Germany; German teachers	1901	1-128

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6 Suggestions as to Reading.

This section of the Syllabus traces the final steps in the development of a centralized and efficient modern state school system. It is both a study in the history of educational development and a study of present conditions. Authorities have been cited for each important step in the process, and frequent references have been given to works where additional facts and statistics can be found by those who may need them. As a result, the section is a very condensed outline, the citations are abundant, and the list of references is large. This section of the Syllabus, with the three which follow it, offer plenty of material for a semester's study of comparative school systems. It naturally follows that in a general course on the history of education the instructor will desire to present only the main outline, leaving to the students either certain general reading or individual points to be looked up. For the first the student needs a few good references; for the second the abundant citations of the Syllabus offer sufficient guidance. Accordingly no attempt will be made to discuss the references in detail, the suggestions being confined to calling attention to the more important English references.

Of the Important Sources and Secondary Authorities of group 1, Barnard contains good historical sketches to about 1860; Donaldson contains an excellent chapter on the nineteenth century history of the German Volksschule; Nohle contains a very good short section on nineteenth century development; and †Paulsen and Perry contain good short sketches of nineteenth century university development. Conrad is also good on recent university history. Bache, Cousin, and Stowe are classic reports. Of the German works, Clausnitzer, *Fischer, and *Paulsen are very able works. Schmid contains a very detailed history.

Most of the References under group 2 have been mentioned in connection with previous sections of the Syllabus, and do not need to be repeated here. Adamson is a good popular sketch of Fichte and his works, Cassell is a very good short article, and Smith contains a good biography and a translation of Fichte's more important works.

Of the Sources and Secondary Authorities in group 4, on the recent history or the present status of the German school system, the most important to the English student are Bolton, Dawson, Hart, Hughes, Klemm, Parsons, †Paulsen, Perry, Prince, Russell, Ware, and Young. Hart, though old, is still probably our best description of German university life, and †Paulsen is our best short work on the German universities. For the secondary schools of Germany, Russell is the standard work. Bolton is also a good work on the subject. Young gives many details as to the organization and administration of the higher schools. Klemm, Parsons, Perry, and Prince are the results of recent visits to German schools and describe conditions as the observers saw them. Hughes and Ware are books which make a comparative study of education in the principal European states and in America, and contain much of marked value. Hughes is the more important of the two. Ware deals chiefly with the educational basis of trade and industry, and points out the educational advantage of Germany in this connection. Perhaps the best single short article on the German school system as a whole, and on the spirit and ideals of the system rather than the details of its organization, is the chapter in Dawson. The various magazine articles cited relate to particular points and do not need individual mention. Any one of these articles is worth reading if information is wanted on the particular point to which it relates.

Besides the important books mentioned above, the many articles in the English Education Department Special Reports (Eng. Educ. Repts.) and in the Reports of the U. S. Commissioner of Education (Reps. U. S. Com. Educ.) are of the first importance, and the list should be consulted. The American reports are particularly valuable for current statistics and for articles on current educational questions. The articles in the English reports are usually much longer and very valuable. Frequent citations have been made to these two series of reports in the pages of the Syllabus.

Of the German works, Beier, Heinemann, Kaemmel, Pogge, †Rein, and Stötzner are worthy of particular mention. Beier contains many tables, is well arranged, and gives a good full presentation. Heinemann describes the details of the organization of the Volksschule. Kaemmel is a plain statement of the conditions and questions involved. Pogge contains the various decrees, and is in reality a copy of the school law as it relates to the Volksschule. †Rein contains a good statement of questions at issue and a good bibliography of the discussion. Stötzner is a very meritorious

little work, and contains a statement of the present conditions in the various German states.

The general student, following a short course of lectures on the development of the system, and desiring only a general outline, will find that Donalson, Nohle, and Russell contain useful short chapters on the historical development; that Dawson contains a good chapter on the present ideals and spirit of the schools; and that Prince, Seeley and Russell contain good short chapters which give the plan of organization and administration of the system.

XXXIX EDUCATION IN FRANCE IN THE NINETEENTH CENTURY.

(Barnard's Jr., XX, 217-332; *Compayré, ch. xxi; ‡Compayré, II, bk. vii; Fayet;
Schmid, V, Pt. 2.)

I UNDER THE CONSULATE AND THE FIRST EMPIRE [1799-1814]. (Arnold, ch. v; Liard, II, 1-124; *Teegan, ch. ii.)

1 The School-Inquiry of 1801.

a The lack of provision for education reported.

2 Napoleon's law of May 1, 1802, organizing instruction in the State and providing for:—(Beauchamp, I, 81-87; for debate on see Beauchamp, I, 63-81; Gréard, I; Liard, I, 1-64.)

a Re-enactment of the provisions of the law of 1795 regarding primary education. (Syllabus, p. 233.)

b Reorganization of secondary education. (†Arnold, ch. ii; Barnard's Jr., XX, 293-322.)

1) Formation of the Lycées.

a) Nature of these.

b) For whom intended.

c) Subjects taught. (††Min. Publ. Instr., 412-416.)

d) Number and attendance.

Year	1809	1811	1813	1829	1847	1866
Lycées	35	36	36	36	54	74
Pupils	9,068	10,926	14,492	15,087	23,207	34,442
Free pupils.....	4,199	4,008	3,500	1,600		

(Table compiled from statements made in Barnard, and Rep.
U. S. Com. Educ.)

2) Secondary schools [Communal Colleges].

a) Difference between these and the Lycées in instruction given and in the manner of support.

b) Number and attendance.

Year	1809	1815	1830	1849	1855	1866
Colleges	273	323	332	306	244	251
Pupils	18,507	19,320	27,308	31,706	32,500	33,038

(Table compiled from the same sources as the preceding.)

¹ Between 1850 and 1866 eighteen communal colleges were changed into Lycées.

- c The special schools for higher education, medical education, and certain technical institutions. (Barnard's Jr., XXI, 401-606; Beauchamp, I, 93-109.)
- 3 The University of France created by the Law of May 10, 1806: organized in 1808. (Beauchamp, I, 156, 171-201; Gréard, I; Grimaud, pt. 2, ch. i; *Teegan, ch. vii.)
 - a Nature of the new imperial university. (§Min. Publ. Instr., 13-15, 51-55.)
 - b Branches.
 - c Supervisory powers.
 - d The old universities changed to groups of faculties.
 - 1) Chief work the conferring of degrees.
 - a) Paris the one exception.
 - 2) Practically no change until after 1875.
 - e Subsequent history of the university. (§Min. Publ. Instr., 15-50.)

1815 Grand Master and Council replaced by a Commissioner of Public Instruction.

1824 Became a Ministerial Department.

1833 Special budget suppressed.

1850 Property annexed by the State. (§Min. Publ. Instr., 22-30.)

- 4 The University and primary education. (Barnard's Jr., IX, 381-390; XI, 254-260; XX, 255-261.)
 - a Condition of elementary education in 1808, compared with 1801.
 - b Subjects and nature of instruction prescribed.
 - c Classes in the higher schools for the training of primary masters.
 - d The "Brothers of the Christian Schools" especially favored.
- 5 The Superior Normal School of France re-established [1808].
 - a Its history. (Barnard's Jr., XX, 239-244; *Barnard; Buisson, Pt. 1, tome II, 2058-2073; École normale, 210-251; Gréard, I; Jacoulet, 375-393.)
 - b Under the Restoration twelve additional normal schools were established.

II UNDER THE RESTORATION [1814-1830]. (Arnold, ch. vi; Grimaud, pt. 3; Liard, II, bk. iv; *Min. Publ. Instr., 1-5; †Min. Publ. Instr., 10-15; *Teegan, ch. iii.)

- 1 The Ordinance of 1816, a forerunner of the Law of 1833. (Barnard's Jr., IX, 381-390; Buisson, Pt. 1, tome II, 1681-1682; Gréard, I.)

a Small treasury grant, about \$10,000 yearly, for school books, model-schools, and deserving teachers.

1) This sum doubled in 1829.

b Cantonal committees.

c Certificates on examination.

2 The Church again obtained control of elementary education. (X. ch. ii.)

a The "Brothers of the Christian Schools" asserted their independence.

b Commission of Public Instruction decided that the Brothers should be certificated on presentation of their letter of obedience [1818].



CHURCH PRIMARY SCHOOLS IN FRANCE, 1838.

(From Ravelet's *Blessed J. B. de la Salle*, p. 518.)

- e Cantonal committees remodeled so as to give the bishops and other clergy entire control of Catholic primary schools [1824].
- d Other teaching congregations authorized [1821-1826].
- e Bad results following Church control.
- 3 Status of elementary education at the close of this period.
 - a Communal schools thus far established.
 - 1) Character of the schools, school-houses, teachers, and instruction.
 - b Guizot's examination into the condition of elementary education in 1833.
 - 1) The conditions revealed.
- 4 Lycées and Communal Colleges practically unchanged during this period.
 - a Lycées known as Royal Colleges [1815-1848].
 - b Annual subsidy of 812,000 fr. granted by the State to the Lycées [1817]. By 1847 this had increased to 1,500,000 fr.

III UNDER THE MONARCHY OF JULY [1830-1848]. (Arnold, ch. vii; Barnard's Jr., IX, 381-390; *Compayré, ch. xxi; Grimaud, pt. 4; Liard, II, bk. v; *Min. Publ. Instr., 5-8; †Min. Publ. Instr., 15-25; *Teegan, ch. iv.)

- 1 The new monarchy supported by the leading thinkers of the time.
- 2 The problem of providing a real system of popular education at once received attention.
 - a Ecclesiastical control of communal committees overthrown [1830].
 - b Exemptions from examinations for the teacher's certificate abolished [1831].
 - c Thirty new normal schools created [1831-1833]. (*Barnard; Jacoulet, 393-414.)
 - d Treasury grant for primary education increased.
 - e The Law of June 28, 1833. (See below.)
 - f First State grant for infant schools [1840]. Growth of infant schools. [*Salles d'asile* to 1881; *Écoles maternelle* since 1881.]. (Matrat; *Min. Publ. Instr., 199-208, for history of the schools.)

Year	1827	1837	1840	1843	1846	1850	1863	1886	1891	1897
Schools ..	1	251	555	1,489	1,861	1,735	3,308	6,096	5,340	5,683

(Compiled from statements in Arnold, a table in *Min. Publ. Instr., 235, and Hughes, p. 120.)

- g Continuation classes for adults authorized [1836]. [First begun in Paris in 1820; made a part of the public school system in 1867.]

Year	1837	1840	1843	1848
Classes	1,856	3,403	6,434	6,877
Adults enrolled	36,965		95,064	115,164
(Compiled from statements in Arnold and in Barnard's Jr.)				

IV THE LAW OF 1833.

- 1 This law the foundation of the French national system of education.
 - a The law in full. (Arnold, 243-253; Buisson, Pt. 1, tome II, 1684-1686; Gréard, II.)
- 2 Nature of the new law. (Arnold, ch. viii; Barnard's Jr., XI, 244, 253, same art. in XX, 244, 253; *Compayré, ch. xxi; Grimaud, 240-247; *Musée Péd., 1-16.)
 - a Recommendation changed to obligation.
 - b Nature of the schools provided for.
 - 1) The elementary, or lower primary.
 - 2) The superior, or advanced primary. [Middle schools; *primaire supérieur*.]
 - a) For what class needed.
 - b) These made little progress until 1878, when State aid was given. (For history of, see Morant, 337-367; and *Musée Péd., No. 16, pp. 6-23.)
 - 3) Freedom in religious instruction guaranteed.
 - c Every Commune to have its own or a joint-communal school.
 - 1) Tuition fees: admission of indigents.
 - d Private schools, having a certificated teacher, free to compete with the State Schools.
 - e Support of schools.
 - 1) Communal maintenance.
 - a) Taxes. Tuition fees.
 - 2) Department assistance.
 - 3) National Treasury assistance.
 - f Teachers.
 - 1) Home. Salary. Fees. Pensions.
 - 2) Certificates compulsory.
 - g Supervision of the schools.
 - 1) The Communal Committee.
 - 2) The District [*Arrondissement*] Committee.
 - 3) State School Inspectors.
- 3 The provisions of the law in part extended to girls' schools [1836].

V RESULTS OF THE LAW OF 1833. (Bache; Barnard's Jr., IX, 381-390; Petit; 7-19.)

- 1 Increase in schools, pupils enrolled, and expenditure for elementary education.

- 2 The work of Guizot as Minister of Public Instruction. (Barnard's Jr., XI, 254-281; XX, 253-280.)
- a His efforts to create favorable public opinion.
 - b His circular to the teachers of France. (Barnard's Jr., XI, 279-281, XX, 278-280; †Musée Péd., No. 33, pp. 17-23.)
 - c His great work in behalf of elementary education.

VI UNDER THE REPUBLIC [1848-1852] AND THE SECOND EMPIRE [1852-1870]. (Barnard's Jr., XX, 281-292; Constant for laws and decrees; Grimaud, 377-438; Liard, II, bks. vi, vii; *Min. Publ. Instr., 9-15; †Min. Publ. Instr., 25-28; *Teegan, ch. v.)

1 Primary education.

- a The Sub-commission on Primary Education of 1848 and its Report.
 - 1) Opposition to State primary schools.
 - 2) Religious instruction favored.
- b The Law of March 15, 1850, and the decrees of 1852 and 1854. (Buisson, Pt. 1, tome II, 1687-1697; Gréard, II, 1st Ed.; Grimaud, 385-438.)
 - 1) Changes in the Law of 1833.
 - a) Communal control.
 - 2) "Liberty of instruction" made still broader.
 - a) Number of primary schools controlled by religious societies. (Arnold.)

Year	1850	1862	1864
Schools	6,464	10,862	11,391

- 3) Way opened for the competition and opposition of private establishments.
- 4) Free instruction proposed but rejected [1850, 1863].
 - a) Free instruction for indigents made easier to obtain.
 - b) Percentage who received free tuition. (Barnard.)

Year	1850	1852	1864
In Communal Schools.....	35%	40%	38%
In Religious Schools.....			56%

- 2 Great encouragement of adult schools [1863-1868]. (Collignon; *Musée Péd., No. 16, pp. 6-23.)
- a Incorporated into the State school system [1867].
 - b State grants for adult schools.

Year	1867	1868
Grant	160,000 fr.	500,000 fr.

- 3 Reorganization of the normal school system.
 (*Barnard; Buisson, Pt. 1, tome II, 2058-2073; Jacoulet, 414-426.)

a Objections and antagonisms.

b "Pupil teacher" system introduced.

c Emphasis placed on science and agriculture.

- 4 Secondary education.

a Development of the Lycées and Communal Colleges since 1802. (†Arnold, ch. ii; Barnard's Jr., XX, 293-322; ††Min. Publ. Instr., 1887, 412-416; Rept. U. S. Com. Educ., 1902, I, 697-698.)

1) First State grant to Communal Colleges [1845].

b The struggle between the sciences and the humanities.

1) Duruy's Decree of 1865, establishing a special course, coördinated with the primary schools.

a) Duruy's baccalaureate in science.

VII UNDER THE THIRD REPUBLIC [SINCE 1870]. (For Laws, see Buisson, Pt. 1, tome II, 1697-1706, 3030-3038. Also see articles *Décrets* and *Circulaires* in Buisson, Pt. 1, tome I. Also see Constant for laws and decrees [1850-1890]. Also Duruy; Grimaud, periods 5 and 6; Liard, II, bk. viii; Marion; *Min. Publ. Instr., 15-45, 199-232; †Min. Publ. Instr., 28-45; Pécault.)

- 1 Various plans for nationalizing education discussed [1871-1875].

a Education soon became a great State interest.

- 2 Primary Education. (Carriive for all laws, decrees, and circulars from 1874-1889; *Martel; *Teegan, ch. vi.)

The Progress of Primary Education in France, as shown by the reduction of percentage of illiteracy among army conscripts, and among persons signing marriage records. (Calculated from chart given in *Statistique de l'enseignement primaire*, VI, 1896-1897, p. clxvii.)

Years.	Army Conscripts.	Marriage Records	
		Men.	Women.
1790.....		58.0%	7
1827.....	58.0%		
1828.....	54.7		
1829.....	53.5		
1833.....	47.3		
1834.....	47.5		
1835.....	46.5		
1836.....	45.3		
1837.....	44.8		
1838.....	42.8		
1839.....	42.7		
1840.....	42.8		
1841.....	41.7		
1842.....	41.3		
1843.....	40.0		
1844.....	39.0		
1845.....	37.8		
1846.....	36.8		
1847.....	35.8		
1848.....	35.8		
1849.....	36.0		
1850.....	35.7		
1851.....	35.0		
1852.....	34.5		
1853.....	34.0		
1854.....	33.7	31.0%	40
1855.....	33.7	32.0	40
1856.....	32.8	31.3	40
1857.....	31.7	31.0	40
1858.....	31.5	31.0	40
1859.....	30.3	30.7	40
1860.....	30.0	30.4	40
1861.....	29.1	29.4	40
1862.....	28.2	28.5	40
1863.....	27.3	27.8	40
1864.....	25.8	27.7	40
1865.....	24.4	27.5	40
1866.....	23.0	25.9	39
1867.....	20.8	24.3	37
1868.....	19.8	24.0	36
1869.....		24.5	36
1870.....		26.8	35
1871.....	19.7	26.3	35
1872.....	19.1	22.8	35
1873.....	18.0	21.8	35
1874.....	16.5	21.3	35
1875.....	16.0	20.0	31
1876.....	16.4	19.0	26
1877.....	15.0	18.5	25
1878.....	15.2	17.0	26
1879.....	14.9	16.7	26
1880.....	14.4	16.1	24
1881.....	14.0	15.7	23
1882.....	13.2	14.8	22
1883.....	12.5	14.5	22
1884.....	11.8	14.0	21
1885.....	11.5	13.0	20
1886.....	10.3	12.0	19
1887.....	10.2	11.0	17
1888.....	9.8	10.8	16
1889.....	8.7	9.3	14
1890.....	7.8	8.7	12
1891.....	7.7	8.9	12
1892.....	6.9	8.9	12
1893.....	6.0	7.9	11
1894.....	5.9	7.0	10
1895.....	5.8	6.3	8
1896.....	5.3	5.8	7
1897.....	5.1		
1898.....			
1899.....	4.5		
1900.....			

- 1878 State aid granted to superior primary schools. These increased from forty in 1878 to two hundred twenty-six in 1887.
- 1878 The Government appropriated \$24,000,000 to aid in building school-houses. Obligation laid on communes to own their own school-houses.
- 1878-1888 Advances to the Communes [\$105,517,290], resulting in the erection or repair of more than twenty thousand schoolhouses. (Petit.)
- 1878-1897 \$52,000,000 expended for sites and buildings for Normal Schools.
- 1879 Normal schools for women provided in every Department. [Law of Aug. 9.] (Beaussire, 297-312; Jacoulet, 426-434; Martin.)
- 1880 Superior and academic councils reorganized, so as to preclude ecclesiastical control. [Law of Feb. 14.]
- 1880 Organization of manual and higher technical instruction schools. [Law of Dec. 11.] (†Martel: Morant, 337-367: digest of the law in Rep. U. S. Com. Educ., 1897-1898, I, 709-712.)
- 1881 Primary instruction made free. [Law of June 16.] Superior primary included as a part of the State's free system. Clerical letters of authorization abolished, and all teachers required to hold a State certificate. (Beaussire, 312-325; Benoit-Lévy et Bocandé, 85-135; †Compayré, pt. 2, ch. ii; Grimaud, 569-585.)
- 1881-1887 Maternal schools and infant schools incorporated into the State system. (*Min. Publ. Instr., 215-232.)
- 1882 Primary instruction made compulsory. [Law of Mch. 28.] (Beaussire, 325-344; Benoit-Lévy et Bocandé, 11-84; †Compayré, pt. 2, ch. i; Dreyfus-Brisac.)
- 1884 Every community authorized to establish classes for adults, the State paying half the expense. (Rep. U. S. Com. Educ., 1894-1895, I, 298-303.)
- 1885 Proportions of State aid to communal schools fixed. [Law of June 20.] (Petit, 30-44.)
- 1886 After 1891 all primary teachers in boy's schools to be lay teachers. [Law of Oct. 30.] First complete State organization of higher primary schools and courses. This the organic law of the system. (Digest of law, Rep. U. S. Com. Educ., 1885-1886, p. 739-740.)
- 1889 Salaries of teachers determined [Law of July 19]; increased in 1893. Carrive, 635-649; *Min. Publ. Instr.)
- 1892 Creation of *écoles pratiques de commerce et d'industrie*.
- 1893 Re-classification and new regulations for higher primary schools. Great increase in practical and technical instruction.

Table showing the percentages contributed by the Communes, Departments, and the State toward the support of Primary Education. (Compiled from Parsons, pp. 16-17, and Rep. U. S. Com. Educ., 1899-1900, II, p. 1721.)

Year.	Total Expense.	Proportion Contributed by the		
		State.	Departments.	Communes.
1867		15.30%		68.10%
1877	\$18,879,510	24.60	18.00	57.40
1881-82	26,462,802	66.25	13.22	20.53
1886-87	34,580,103	48.80	10.50	40.90
1891-92	37,261,215	67.60		32.40
1896-97	42,803,050	67.02		32.98

1895 Congress held to consider the improvement of adult instruction. Great improvement in these schools since 1895. (Rep. U. S. Com. Edu., 1894-1895, I, 298-303; 1898-1899, I, 1103-1106.)

Year	1894-95	1895-96	1896-97	1897-98
Students	8,288	15,778	24,528	30,368

1900 Congress on Primary Education. (Rep. U. S. Com. Educ., 1899-1900, II, 1729-1732.)

3 Secondary Education. (Duruy, 199-252; Rept. U. S. Com. Educ., 1902, I, 687-698.)

1880 Law creating Lycées and colleges for women adopted. Repeal of the Duruy Special Course Decree of 1865. Agitation for reform along the line of greater flexibility. Time for modern subjects increased.

1890 Lycées reorganized. Time for older subjects increased at the expense of the modern subjects. Special secondary course with a baccalaureate in modern studies.

1896 Congress of Secondary Professors inaugurated.

1899 Report of the Ribot Commission on Secondary Education. (Rep. U. S. Com. Educ., 1898-1899, I, 1107-1138.)

1902 Lycées again reorganized. Studies in two cycles, with a single baccalaureate. (††Compayré; Nony et Cie.)

The Sources of Support of Secondary Schools.

(From tables in *Statistique de l'enseignement secondaire*, 1876, p. cix, 1887, p. cv.)

Year.	Total Expense.	State.	Depts.	Communes.	Families.
1876	..75,922,784fr. 04c.	7.0%	0.6%	5.6%	86.8%
1887	..74,459,246fr. 74c.	18.6%	0.9%	6.5%	74.0%

4 Reorganization of the Universities. (For laws and decrees see Beauchamp, III, IV, V; Brereton; Duruy, 253-300; Eng. Educ. Repts., II, ch. 23; §Min. Publ. Instr.; Rep. U. S. Com. Educ., 1891-1892, I, 76-92; 1896-1897, I, 33-38; 1899-1900, II, 1726-1729; 1902, I, 699-706.)

1870-1888 State appropriation quadrupled.

1874 Status of the Universities in 1874. (†Arnold, ch. viii.)

1875 "Liberty of instruction" extended to university work. [Law of July 12.] (Beauchamp, 12-17; Beaussire, 238-258; Duruy, ch. i; Grimaud, 485-504.) Private faculties and schools organized.

1885 Decrees permitting the faculties to hold property and to organize a governing council.

1885-1890 Great development of the fifteen State Universities.

1896 Title of University restored and complete reorganization provided for. [Law of July 10.] Universities opened to foreign students. Special doctorate instituted. (§Compayré; Rep. U. S. Com. Educ., 1894-1895, I, 305-312; 1895-1896, I, 620-684; 1897-1898, I, 749-759; 1902, I, 699-706.)

THE PROGRESS OF PRIMARY EDUCATION IN FRANCE.

(Compiled from statistical tables given in *Statistique de l'enseignement primaire*, II [1829-1877], pp. lvi, lxxiv, cxii, and cxcv; and the *Rep. U. S. Com. Educ.*, 1899-1900, II, pp. 1718 and 1721.)

Year.	Number of Pupils in Primary Schools.	Number of Schools per 100 Inhabitants.		Percentage of Communes without a School.	Number of School Houses Owned by the Communes.	Number of Pupils Enrolled per 100 Inhabitants.	Expenditure per Pupil Enrolled in the Primary Schools.		Expenditure per Capita of the Population for Primary Schools.	
		Of all Kinds.	Public Schools.							
1826	1,116,777 ¹									
1829	1,357,934					4.17				
1832	1,937,582		1.0			5.96				
1833						5.08				
1834			1.1		10,500		fr. c.			
1837	2,690,035	5.7	1.4	15.2	14,000	7.52	4.43	\$.88		
1840	2,896,934	6.2	1.7		17,500	8.64	4.46	.89		
1843	3,164,297	7.5	2.5		23,500	9.24				
1847	3,530,135	7.8	2.4	8.7	24,000	9.97				
1850	3,322,423	7.9	2.7	7.3	28,000	9.67	4.73	.95		
1861	4,286,641			2.7		11.47				
1863	4,336,368	8.4	4.0		37,000	11.60	9.47	1.89		
1866	4,515,967			1.7		11.65	9.91	1.95		
1872	4,722,754					11.86	14.65	2.93		
1875	4,809,728					13.03				
1876						13.29	17.83	3.57		
1877	{ 4,716,935			{ .9	41,401	{ 13.33	{ 18.76	{ 3.75	fr. c.	
1877 ²							{ 23.45 ³	{ 4.69	2.55	\$.51
1881-82	5,341,211			.4			30.25	6.05	3.51	.70
1886-87	5,596,919 ⁴			.2		14.64	34.85	6.97	4.52	.90
1891-92	5,556,470			.1 ³		14.46	39.26	7.85	4.82	.96
1896-97	5,531,418			.1 ³	52,879	14.36	46.00	9.20	5.55	1.11
1899-00	5,530,232									

¹ From a Report by Baron Ch. Dupin.

² Infant schools included in this and the following calculations, as to cost, but not in percentage enrolled.

³ Fifty communes in 1891-92 and 48 in 1896-97, six being in Algiers.

⁴ Algiers is counted in this and all following years.

VIII RECENT PROGRESS AND PRESENT CONDITION OF THE FRENCH SCHOOL SYSTEM. (Carrive; **Compayré; §Compayré; Gobron, for the law; Hughes, chs. v, ix; Lynch, ch. v; Marillier; Marion; Parsons; Reps. U. S. Com. Educ., see list of articles; Taylor; Ware, ch. v.)

1 The maternal schools [*Ecoles maternelles*]. (Chalamet; Delalain Fr., (e); Eaton; *Min. Publ. Instr., 199-229; Parsons; Pape-Carpan-tier.)

a Infant schools [Transition classes; *classes enfantines*]. (*Min. Publ. Instr., 229-235; *Teegan, ch. x.)

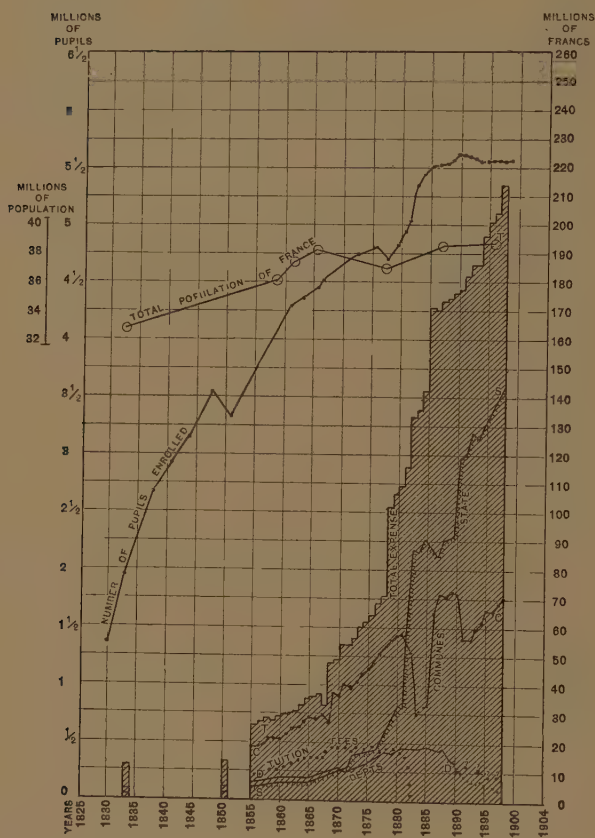
b Statistics relative to. (Rep. U. S. Com. Educ., 1899-1900, I, 779.)

2 Primary Education [*L'enseignement primaire*]. (†Compayré; Hughes, ch. v; *Min. Publ. Instr.; †Min. Publ. Instr., bk. iv; Parsons; *Teegan, ch. xvii, xviii.)

a The lower primary schools [*Écoles primaires élémentaires*]. Delalain Fr., (d); Hughes, 116-117; *Min. Publ. Instr., 238-331; *Teegan, ch. xi.)

1) Instruction in. (*Min. Publ. Instr., 384-414.)

2) Statistics relative to. (Rep. U. S. Com. Educ., 1899-1900, I, 778; and 1902, I, 1088.)



ELEMENTARY EDUCATION IN FRANCE.

(After charts No. 5 and 6, pp. ccxvi, of Vol. VI [1896-1897] *Statistique de l'enseignement primaire*. For exact figures from 1870-1897, see *Min. Pub. Instr., 194-195.)

The Progress of Expenditure for Primary Public Education, the enrollment in Primary Schools, and the Total Population of France compared. The shaded area represents the total expenditure, though not including the cost of construction of buildings or of installing new schools. Previous to 1885 the figures are the nearest possible approximations, as the accounts were not kept accurately until that time. The extraordinary expenses of the communes were not included until 1885, but would add from two to four million francs to the total for the years from 1855 to 1868, and from eight to twelve million francs to the total for the years 1868 to 1878. In the table for pupils enrolled, children in the *écoles maternelles* are not included, but the primary school enrollment for Algiers is included from 1887-88 on.

The French system of education as exemplified in Paris

Primary schools

Elementary												Superior													
Years	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Shading shows com-												pulsory period, exemption secured on exam. at 11													
^a Crèches	Infant		Elem.		Middle		Superior		Complementary, a continuation of the elementary																
^b Mother's	Exam. for the element-		Adult		Under ministry of public instruction.																				
^c Infant	ary cert. is based		Superior		Supplementary instruction																				
^a As the Crèches keep	on the middle course.		Technical		Condominium two ministries																				
the pupils till 3 the	At least 1 year of the sup-		Apprentice		condominium																				
^b Mother's schools	rior required for admis-		Technical, National		condominium																				
rarely admit earlier	sion to superior prim.		Commerce and industry		commerce																				
than 2½, and often	^a Aix, Angers, Chalons, Cluny.		^a Arts and trades		commerce																				
keep them till 7 in	^a Modern bachelor's degree		^a Arts and manufactures		commerce																				
schools of 3 to 6	admits to competitive exam-		^a Commerce		Chamber of commerce, Paris																				
classes, the last be-	ination. ^b Preparatory.		^a St Cyr		Under ministry of war																				
coming an infant class.	^a Admission directly from polytechnic.		^a Polytechnic		war																				
^c Infant schools are	^a Versailles. ^c Grignon, Rennes and		^a Roads and bridges		public works																				
few in number and	Montpellier.		^a Horticulture		^a Agriculture		agriculture																		
connect the mother's	^a Complementary course. National agric. Institute		^a Normal		agriculture																				
schools with the ele-	^a Elementary for men or women.		^a Normal		instruction																				
mentary or replace	^a Superior for men, Saint Cloud.		^a Normal		instruction																				
them.	^a Superior for women, Fontenay aux Roses.		^a Normal		instruction																				

Secondary. Under ministry of public instruction and fine arts. Superior

Years	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
For girls																									
For girls																									
For boys, modern																									
For boys, classical																									
For boys, normal																									
For boys, normal																									

Department of superior education. Fifteen state universities have faculties in cities as follows

Faculties	{ Paris, Besançon, Bordeaux, Caen, Clermont, } { Dijon, Grenoble, Lille, Lyons, Montpellier, Nancy, } Poitiers, Rennes, Toulouse.					Marseilles	Science ^a	d	c-certificate	in sciences													
						Aix	Letters ^a	d	licencié, d	doctor d'Etat													
	Paris, Montauban (prot), Paris, Aix, Bordeaux, Lyons, Rouen (Cath)						Theology ^d	e	d	bachelors													
	{ Paris, Aix, Bordeaux, Caen, Dijon, Grenoble, Lille, Lyons, } { Montpellier, Nancy, Poitiers, Rennes, Toulouse.					c	Law	e	d	for c, d see above													
	{ Paris, Montpellier } Mixed Nancy					Bordeaux, Lille, schools (full)	c	Medicine	d	m-midwife m-m, pharm, m-m, sea													
						Algiers, Marseilles,	Pharmacy	s	d	diploma of cl. superior													
						Nantes, Rennes.	Dentistry ^{sea}	d	d	diploma of surgeon-dent													
Preparation for examination made in free dental schools.												Dentistry ^{sea}					d	d	diploma of surgeon-dent				
Under Ministry of agriculture. 3 schools. Alfort, Lyons and												Veterinary					Toulouse						

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- 3) The Leaving Certificate [*Certificat d'études*]. (Eng. Educ. Repts., II, ch. 25; Fitch, lect. xv.)
- b Complementary courses [*Cours complémentaires*]. (*Min. Publ. Instr., 344-350.)
- c Rural schools in France. (Eng. Educ. Repts., VII; Smith.)
- d The higher primary schools [*Écoles primaires supérieures*]. (Eng. Educ. Repts., I, ch. 12; Delalain Fr., (b), (c); Hughes, ch. iv; *Min. Publ. Instr., 341-383; *Musée Péd., No. 16; *Nony



A TYPICAL SCHOOL ROOM IN A FRENCH PRIMARY SCHOOL.

(From a photograph by Henry S. Taylor, accompanying his Report, as a Juror to the Paris Exposition of 1900, made to the U. S. Commissioner of Education.)

- et Cie; Rep. U. S. Com. Educ., 1896-1897, I, 47-56; *Teegan, ch. xiii.)
- 1) Many, in part, boarding schools.
- 2) Adult instruction. (Rep. U. S. Com. Educ., 1894-1895, I, 298-303.)
- 3) Boys' schools; girls' schools; mixed schools.
- 3 Industrial and Technical education. (Eng. Educ. Repts., I, ch. 12, 301-313; *Min. Publ. Instr., 384-433; Higher Tech. Schools in France, in Rep. U. S. Com. Educ. for 1891-1892, I, 369-412; Perry, in Rep. U. S. Com. Educ., 1897-1898, I, 709-749; Rept. U. S. Com. Labor, 1902, ch. vi.)

- a Manual Training schools. (†Teegan, sect. 1.)
- b Commercial and industrial schools. [*Écoles pratiques de commerce et d'industrie*. (†Teegan, sect. 2.)
- c Agricultural schools. (†Teegan, sect. 3.)
- d Subjects taught in these schools. (Morant, 306-313, 369-370; †Teegan, sects. 1-3.)
- 4 Secondary education. (Hughes, ch. ix; Taylor.)
 - a Lycées for boys only [109]. (Hardy; Rep. U. S. Com. Educ., 1890-1891, I, 109-124; 1895-1896, I, 635-639.)
 - b Communal colleges [*Colléges communaux*] for boys only [227].
 - c Religious and private secular secondary schools.
 - d Table showing the growth of these schools, 1887-1901. (See Rep. U. S. Com. Educ., 1902, I, 685-686.)
 - e Subjects of instruction in the different classes before 1789, and in 1802, 1821, 1842, 1852, 1865, 1876, and 1887. (See charts in ††Min. Publ. Instr., 1887, 412-416.)
 - 1) Subjects taught and arrangement of classes in 1874 (†Arnold, chs. iv, vii.)
 - f Subjects of instruction at present. (Hardy; Jamin; Jonas; Morant, 370-372; †Nony et Cie; Rep. U. S. Com. Educ., 1902, I, 687-695.)
 - g Lycées and colleges for women established in 1880.
 - 1) Table showing the growth of these schools since 1881. (See Rep. U. S. Com. Educ., 1899-1900, II, 1726.)
 - h Teachers in. (Eng. Educ. Repts., II, ch. 24.)
- 5 Superior education [*L'enseignement supérieur*]. (§Compayré; Rep. U. S. Com. Educ., 1898-1899, I, 1088-1095; 1899-1900, II, 1726-1729.)
 - a Fifteen State Universities. (For statistics as to, see Rep. U. S. Com. Educ., 1902, I, 699.)
 - b Professional and higher technical schools. (Rept. U. S. Com. Labor, 1902, ch. vi; †Teegan.)
- 6 Interrelation between schools.
- 7 Extent to which coeducation is practiced. (See tables in Rep. U. S. Com. Educ., 1899-1900, I, 778.)
- 8 Compulsory education. (Benoit-Lévy et Bocandé; Carrive, pt. 1; Dreyfus-Brisac; for statistics as to the effectiveness of see *Statistique de l'instruction primaire*, VI [1896-1897], p. cii.)
- 9 Training of teachers; normal schools. (London; Salmon; *Teegan, chs. xv, xix, xxi, xxvi.)
 - a Primary normal schools, [*Écoles normales primaires*]. (Delalain Fr., (a); *Min. Publ. Instr., 434-461.)

- b Superior normal schools [*École normales supérieures*]. (École normale; *Min. Publ. Instr., 461-477.)
- 10 The religious instruction question in France. (Bracq; Lynch, ch. v; X, ch. iii.)
 - a Increase of the religious secondary schools. (See table of enrollment in Rep. U. S. Com. Educ., 1899-1900, I, 1723.)
 - b The "Associations Law" in 1900. (Aynard.)
 - c Suppression of the schools of the teaching orders, 1900-1904.
 - d Priestless *vs* Godless schools. (Bracq.)
- 11 Private schools. (*Teegan, ch. xii.)
 - a Elementary and Secondary.

IX ADMINISTRATION OF THE FRENCH SCHOOL SYSTEM. (Gobron, for the law; Hughes, chs. v, ix; *Min. Publ. Instr., 53-100; Parsons; Pichard for laws [1880-1898]; Rep. U. S. Com. Educ., 1895-1896, I, 612-619; 1897-1898, I, 694-701; 1899-1900, II, 1712-1714; 1901, I, 1099-1103; Smith.)

- 1 The Minister of Public Instruction and Fine Arts [*Ministre de l'instruction publique et des Beaux-arts*]. (*Min. Publ. Instr., 53-100.)
 - a The Directors of Superior, Secondary, and Primary education.
 - 1) Supervisory control of each.
 - b The Minister's Advisory Council [*Comité consultatif*].
 - c The Superior Council [*Conseil supérieur*]. (*Min. Publ. Instr., 65-72; *Teegan, ch. viii.)
 - d The State Inspectors [*Inspecteurs généraux*]. (*Min. Publ. Instr., 72-75; *Teegan, ch. xiv.)
- 2 The seventeen administrative districts [*Académies*] each administered by a Rector and an academic council [*Conseil académique*], having: (*Min. Publ. Instr., 110-127; *Teegan, ch. ix.)
 - a Supervision of the University and associated Lycées and Communal Colleges of the District.
 - b Through the Academic Inspector [*Inspecteur d'académie*], who is appointed by the Minister, supervision of primary instruction in the District. (*Min. Publ. Instr., 120-127.)
 - c Primary Inspectors [*Inspecteurs de l'enseignement primaire*]. (†Compayré, pt. 2; *Min. Publ. Instr., 141-150.)
 - 1) Approximately one for every one hundred fifty schools.
- 3 The ninety *Départements* [three in Algiers] for the administration of primary education. (†Compayré, pt. 2, chs. v-vii.)
 - a Prefect of the Department. (*Min. Publ. Instr., 128-131.)

- b Department council [*Conseil départemental*]. (*Min. Publ. Instr., 131-140, 157-166.)
 - c Inspector of primary instruction. (*Min. Publ. Instr., 140.)
- 4 Communal Councils and Mayors, having charge of: (*Min. Publ. Instr., 166-189.)
 - a Selection of building sites.
 - b Voting of communal funds.
- 5 Local school committees [*Commissions scolaires*] to encourage school attendance. (*Min. Publ. Instr., 187-189.)
- 6 *Caisses des écoles* and *caisses d'épargne scolaire*. (*Teegan, 106-109.)
- 7 Obligations of the Commune. (*Min. Publ. Instr., 166.)
 - a Maintenance of schools.
 - b Financial obligations.
 - c Prescription as to instruction and management.
- 8 Centralized State control of education. (†Compayré, pt. 2; Rep. U. S. Com. Educ., 1897-1898, I, 694-701; *Teegan, ch. xx, xxv.)
 - a Appointment of teachers by the State.
 - b State schedule of salaries.
 - c State pension system.
 - d State control of the subject-matter of instruction.
 - e State supervision of private instruction.

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Article and Author.	Volume.	Chapter.
The French System of Higher Primary Schools, by R. L. Morant	I	12
The French Universities; translation of a paper by M. L. Laird	II	23
The Position of Teachers in the State Secondary Schools for Boys in France, by F. B. Kirkman.....	II	24
The French Leaving Certificate, by Sir J. Fitch.....	II	25
The Rural Schools of Northwest France: A Study, by C. Brereton	VII	Pp. 1-244
Rural Education in France, by J. C. Medd.....	VII	Pp. 245-310

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Title of article.	Report.	Pages.
Education in Germany, France, and America compared.....	1888-1889	32-77
The educational system of France—Statistics for the year and a general view of the system.....	1888-1889	112-149
Brief view of the system and statistics for year.....	1889-1890	249-261
Elementary education in London and Paris compared.....	1889-1890	263-280
Statistics for the year; progress of primary schools since 1833; Higher Primary schools; Lycées and colleges.....	1890-1891	95-124
Outline of system and statistics for the year; history of the universities; proposed change of the Faculties into real universities	1891-1892	73-95
Higher Technical Schools of France (Willoughby).....	1891-1892	369-412
Outline of system and statistics for year; inspection of infant schools; recent changes in the baccalaureate; reorganization of medical studies and preparatory scientific studies.....	1892-1893	219-237

Title of Article.	Report.	Pages.
Outline of system and statistics for the year.....	1893-1894	187-201
Outline of system and statistics for the year; recent changes in secondary and higher education; progress of primary instruction; schools for adults and their history; movement for admission of foreign students to the French universities	1894-1895	289-312
Outline of system and statistics for the year; primary schools; the law of July 10, 1896, organizing the universities; medical students; the French Lycées.....	1895-1896	611-639
Outline of system and statistics for the year; opening of the new Universities; the new doctorate; State vs. Church secondary schools; salaries of primary teachers; the superior primary schools—progress, organization, and scope	1896-1897	29-70
Outline of system and statistics for the year; reconstruction of the universities; manual training and technical schools; Mr. PERRY's Report on Technical Schools in France; admission of foreign students to the universities.....	1897-1898	694-788
Outline of system and statistics for the year; the universities, foreign students, and the doctorate; movement for prolonging education; Reports of the Congress of secondary professors and the Commission of Inquiry into secondary schools	1898-1899	1086-1138
Outline of system and statistics for the year; higher instruction; Report of the Congress on Primary Education.....	II, 1899-1900	1712-1732
Statistical summary of education in France; detailed statistics of primary education; inspection; secondary and higher education; French universities	1901	1081-1136
Statistical summary for 1900-1901; historical development and constitution of the state system; complementary education; modifications of recent legislation; professional and financial status of primary teachers; secondary and higher education.....	1902	647-666

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6 Suggestions as to Reading.

This section of the Syllabus traces the various steps, following the pioneer work of the Revolution, in the development of a strongly centralized state school system. Like the section on Germany, it is both a history of educational development and a study of present conditions. Authorities have been cited for each important step in the process, and frequent references have been given to works where additional facts and statistics can be found by those who may need them. As a result the section is a very condensed outline, the citations are abundant, and the list of references is large. This section of the Syllabus, with the one which precedes and the one which follows it, offers plenty of material for a semester's study of comparative school systems. It naturally follows that in a general course on the history of education the instructor will desire to present only the main outline, leaving to the students either certain general reading or individual points to be looked up. For the first the student needs a few good references; for the second the abundant citations of the Syllabus offer sufficient guidance. Accordingly no attempt will be made to discuss the references in detail, the suggestions being confined to calling attention to the more important French and English references.

Of the Sources, Beauchamp, Buisson, Carrive, Constant, Gréard, and Pichard all contain reproductions of laws, decrees, ordinances, circulars, etc. Buisson contains lists of all Laws from 1789 to 1883, of all Ordinances from 1814 to 1847, of all Decrees from 1792 to 1880, and of all circulars from 1804 to 1878. Carrive, Constant, and Pichard are the best for primary instruction. Gobron is a treatise on the school law. Beaussire is excellent on the early discussion of the question of liberty of instruction, as it contains the sources and reports of the parliamentary discussions between 1873 and 1884. Benoit-Lévy contains a good resumé of the debates over the free law of 1881 and the compulsory law of 1892. D'Ollendon is a bibliography which the special student will find useful. *Martel is very good and full on primary instruction for the period from 1878 to 1888. The seven volumes on primary education in the **Min. Publ. Instr. collection are of the first importance to the advanced or the special student. They contain elaborate maps and charts and numerous statistical tables of much value. The same applies to the volumes of the †† and the ‡‡ Min. Publ. Instr. collections.

Of the Secondary Authorities of group 2, *Arnold contains a good short history of education in France before 1855. The articles in Barnard's Journal also contain good short general articles on the history of education in France up to about 1850.

The two works by Compayré contain good general sketches of nineteenth century development. Schmid contains a detailed sketch of nineteenth century French educational history. Bache contains good observations of the condition of education in France about 1838. Aynard, Duruy, Grimaud, and Pécault relate to the great French question of the liberty of instruction. Aynard is particularly valuable, being a report, with documents, against liberty of instruction. Grimoud, a councillor of law writing from a Catholic point of view, traces the history of the question from 1789 to 1898. Collignon is a history of the first superior primary school of Paris. Fayet, mentioned previously under section XXXIV, is a valuable research. Liard is a standard work on the history of higher education in France. Matrat and Petit contain good resumé.

Of the works in group 3, having reference to the present organization of French education, Hughes and the two works by Teegan are particularly good and should be in all libraries. Parsons is an older popular work, presenting a somewhat different point of view from Hughes or Teegan, but not so well organized and probably less useful to the student. The articles in the English Education Department Reports (see list) and in the Reports of the U. S. Commissioner of Education (see list) are also of the first importance, and usually give abundant detail on single points. The three volumes by Min. Publ. Instruction, which were prepared for the Paris Exposition of 1900, are also very valuable, and ought to be translated into English. Delalain Freres, the two works by Nony et Cie, and Pape-Carpantier are manuals of instruction for use in the schools.

Of the short articles in group 4, the articles by Compayré on university and secondary education, Fitch on the French Leaving Certificate, the chapter in Lynch on secondary and religious education, and Ware on the present status of technical education in France are perhaps worthy of special mention, though all of the articles are good and worth reading by students looking for information on the points to which they refer.

The general student, following a short course of lectures on the development of the system, and desiring only a general outline, will find *Arnold, the articles in Barnard's Jr., *Compayré, the introductory chapter in *Teegan, and the Repts. U. S. Com. Educ. (see list) most useful for the historical development; and Hughes and the two small volumes by Teegan most useful for a view of the present organization of French education. These may be supplemented with advantage by selections from the Reports of the English and American Education Departments (see lists).

XL THE EIGHTEENTH AND NINETEENTH
CENTURIES IN ENGLAND.

THE BEGINNING OF ELEMENTARY EDUCATION IN ENGLAND.

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THE LIFE OF JOHN D. BROWN

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

[illegible]

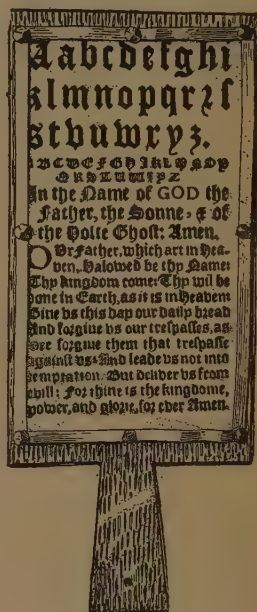
- 1 Parochial schools, primary school foundations, subscription schools, and dame schools begun in many villages in the early part of the 18th century.
 - a The 18th century dame and Church school.
 - b Hospital schools; workhouse schools.
- 2 Formation of "Charity Schools" for the poor [1698]. (Bartley, ch. 39.)
- 3 "The Society for Promoting Christian Knowledge" founded in 1699. Allen & McClure; Bartley, ch. 39; Spalding, 12-13.)
 - a Growth of the schools under this Society in London. (Bartley, 326.)

Year.	Schools.	Boys.	Girls.	Total.
1704	54	1,386	745	2,131
1709	88	2,181	1,221	3,402
1714	117	3,077	1,741	4,818
1714*	1,073	—	—	19,453

* In England and Ireland combined.

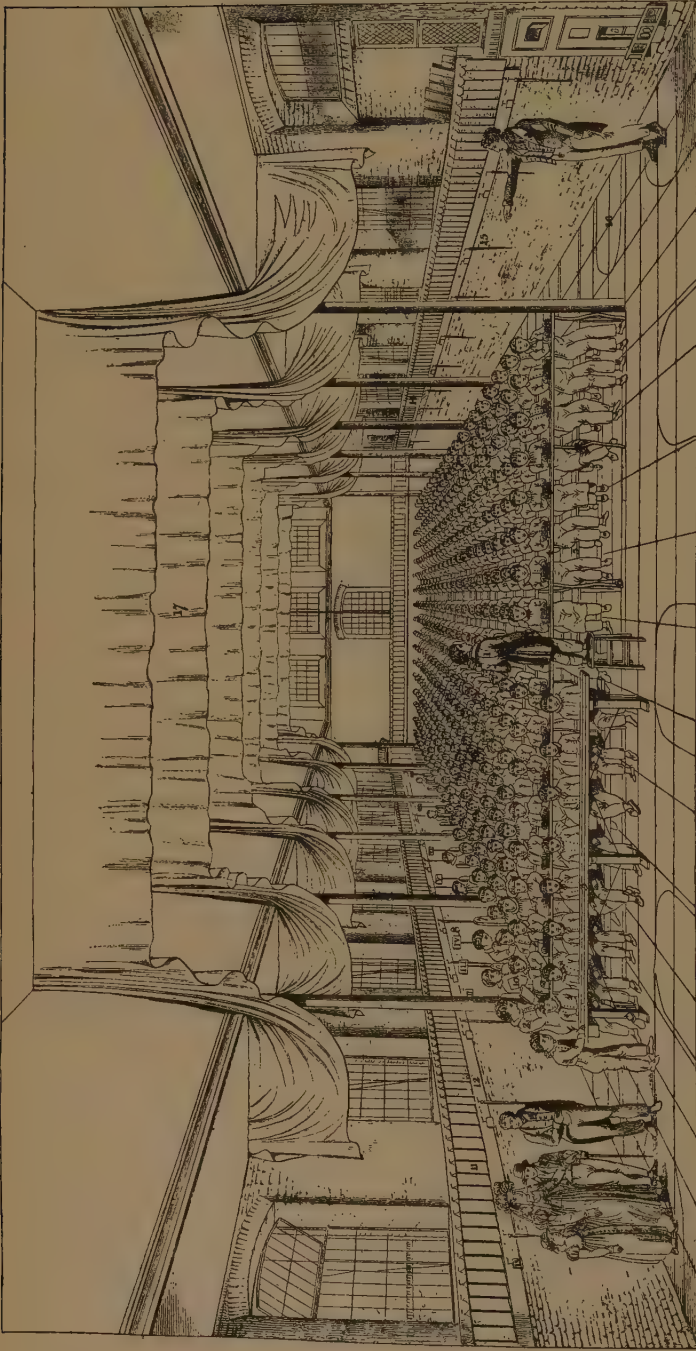
- b Work accomplished by this Society by 1741.
- c Object of the schools of the Society "to make them loyal Church members and to fit them for work in that station of life which it hath pleased their Heavenly Father to place them."
 - 1) Catechetical schools. Subjects taught.
- 4 Work of the ministers and churches throughout England during the first half of the 18th century.
 - a Charity School sermons [1700-1750]. (*Barnard, 365-368; Barnard's Jr., XXIII, 365-368.)
 - b Subjects taught in the "Charity Schools." (Bartley, ch. 39.)
 - c Education of girls.
- 5 Impetus given to the movement by:
 - a The earthquake shocks of 1750.
 - b The rise of Methodism.
 - c The establishment of Sunday schools [Catterick, 1763; Little Lever, 1775; Raikes at Gloucester, 1783]. (See 6, below.)
 - d Newspapers [first daily paper, 1709]; pamphlets; penny papers; extension of printing to country towns; freedom of the press [after 1795]; public meetings for the discussion of public questions [after 1768]; debating and reading clubs; growth of the tendency to appeal to reason; circulation of book, etc. Chap Books. (Ashton; Field, ch. x; †Tuer; ‡Tuer.)

- 6 Robert Raikes [1736-1811] and the founding of Sunday Schools at Gloucester [1780]. (Bartley, ch. 45; Ellis; Gregory; Harris.)
- a His work; the new movement. (Harris.)
 - b "The Society for the Support and Encouragement of Sunday Schools in the different Counties of England" [1785].
 - c "The Sunday School Union" [1803].
 - d Educational work of these two societies.
 - 1) Up to 1870.
 - 2) Since 1870.
- 7 Status of elementary education in England at the close of the 18th century. (Sydney, II, ch. xiii.)
- a Schools in existence, and their character.
 - 1) Cathedral Schools. (Bartley, ch. 38.)
 - 2) Parochial charity schools. (Bartley, ch. 39.)
 - 3) Dame schools. (Bartley, ch. 49.)
 - 4) Private adventure schools. (Bartley, ch. 50.)
 - 5) Poor law schools. (Warwick, 45-63.)
 - 6) Other schools.
 - b Comparison with Germany.
 - c Comparison with Scotland. (Graham, II, ch. xi; Syllabus, p. 192.)
 - d Books used by children. (Field, chs. x-xv; †Tuer; ‡Tuer.)



A HORNBOOK.

- II THE MONITORIAL SYSTEM OF BELL AND LANCASTER. (Adams, 44-64; Barnard's Jr., X, 323-531; Holman, ch. ii; Ross, ch. ii; *Sadler and Edwards, II, 436-440; Sharpless, 1-8; Spalding, 13-14.)
- 1 Dr. Andrew Bell's "Madras System." (Barnard's Jr., X, 467-502; Bell; Gill, 162-189; Leitch, 121-148; Meiklejohn; Southey, II.)
 - a His *Experiment in Education* [1798].
 - 2 Joseph Lancaster's "Monitorial System" [1798]. (Barnard's Jr., X, 355-370; ‡Fitch, lect. xi; Gill, 189-202; Lancaster; Leitch, 149-165.)
 - a His *Improvements in Education* [1803].
 - 3 Nature of the two systems. (Oliver.) (Bartley, 50-51, 60-61.)
 - a Subjects taught.



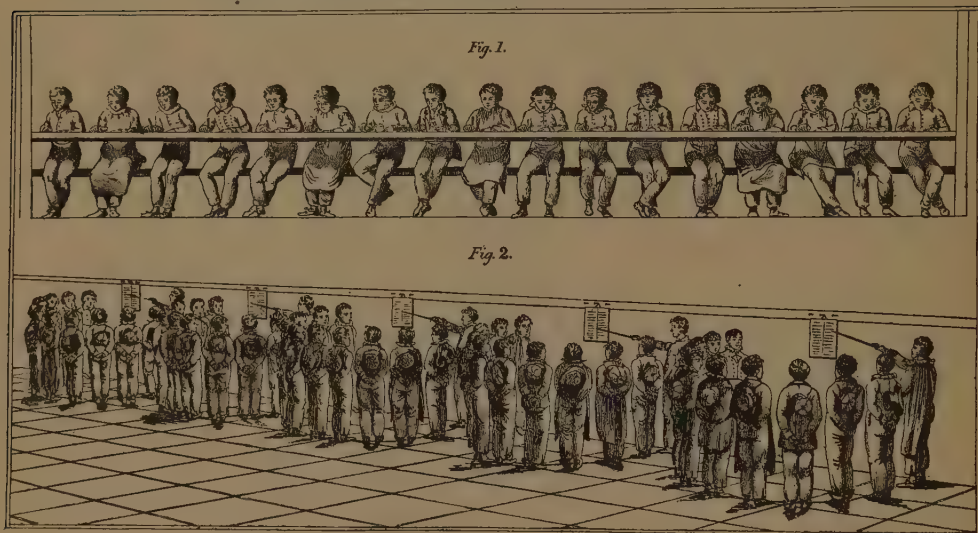
INTERIOR OF THE CENTRAL SCHOOL OF THE BRITISH AND FOREIGN SCHOOL SOCIETY,

Borough Road, Southwark, showing 365 pupils seated.

(From *Manual of the System of Instruction pursued in the Model Schools*, B. & F. School Society, London, 1831.)

[EXPLANATION:—1, General Monitor of order. 2, Monitors of classes. 3, First class, or sand desk. A space five inches wide confines the sand, leaving a space of four inches to support the child's arms. 4, Writing desks. The heights of these vary according to the size of the children. 5, Forms, or benches, also varying in height. 6, Iron supports, straight for the forms, but adjusted for the knee in the case of the desks. 7, Standards. The breadth of the desk, and rising eighteen inches above it. From these the class marks and battledores are suspended. 8, Telegraphs or class numbers supported on a rod from the top of the standard. 9, Slates, held in position for inspection by the monitors. 10, Battledores, containing the words to be written from dictation. 11, Lessons not in use. 12, Rails for supporting the lessons. The top of the top rail is six feet from the floor. 13, First boy badges, to be held by the first boy in the draft. 14, Class lists for mustering. 15, Pointers. 16, Draft stations. 17, Baize, to check the reverberation of sound.]

- b Pupils.
- c Method followed; natural defects.
- d Classification; discipline.
- e The educational and religious controversy.



THE MONITORIAL SYSTEM OF INSTRUCTION.

(From *Manual of the System of Instruction pursued in the Model Schools*, B. & F. School Society, London, 1831.)

[EXPLANATION:—Figure 1 shows a class seated on a Form (5) at a writing desk (4). Figure 2 shows five monitors giving instruction to five classes. The boys are assembled at the draft stations (16), their toes to the lines cut in the floor. With Pointers (15) the monitors are giving instruction from Lessons (11) suspended from the lesson Rail (12)].

- 4 The “Intellectual System” of Wood a protest. (Gill, 202–210.)
 - a Knowledge of the child.
 - b Necessity of the teacher being instructed.
 - c Interrogation; explanation.

III INFLUENCE OF THE REFORMERS. (Jolly, *Introd.*, ch. iii.)

- 1 Richard and Maria Edgeworth’s *Practical Education* [1798].
 - a System of education described; principles laid down. (Gill, 48–64.)
- 2 Pestalozzi’s work as expounded by Charles Mayo and his sister. (Gill, 85–93.)
- 3 Samuel Wilderspin and the beginning of Infant Schools. (Bartley, ch. 13; Gill, 76–85; *Hill, I, 169–196; Leitch, 166–185.)
 - a Robert Owen’s Infant School at Lanark [1816].

- b Wilderspin's first school at Spitalfields [1820]. (*Wilderspin.)
 - 1) Nature of his work.
 - 2) His principles and ideas.
- c The "Home and Colonial Infant Society" [1836]. (Gill, 93-154.)
 - 1) Aim and work of this Society.
 - 2) Improvements in training.
- 4 David Stow and his *Training System of Education* [1840]. (Gill, 210-264; Leitch, 186-238; Stow.)
 - a Beginnings.
 - b His ideas and principles.
 - c Method of instruction.
 - d Mistakes and absurdities.
- 5 Froebel and the Kindergarten system. (Syllabus, p. 272.)
 - a First English Kindergarten [1851].

IV WORK OF EDUCATIONAL SOCIETIES. (†Barnard, 725-735; Bremner, pt. 1, sect. i; Craik, chs. i, ii; *Hill, I.)

- 1 "The Royal Lancastrian Institution" [1808].
 - a This became "The British and Foreign School Society" in 1814. (Barnard's Jr., X, 371-380; Bartley, ch. 8.)
 - 1) The Lancastrian System; Dissenters.
 - a) Work of this Society.
 - b Manual of Instruction used in the Model Schools. (Barnard's Jr., X, 381-434; B. and F. S. Soc. Manuals.)
 - c Normal Schools. (†Barnard; Barnard's Jr., X, 435-460; Bartley, ch. 55.)
- 2 "The National Society for Promoting the Education of the Poor" [1811]. (B. and F. S. Soc. Manuals; Bartley, ch. 7; Gregory.)
 - a This Society practically a successor of the Soc. for Prom. Chr. Kn. (Allen and McClure; Syllabus, p. 316.)
 - 1) Bell's system; Church of England.
 - a) Work of this Society. (Allen and McClure.)
 - b Manual of School Methods used. (Barnard's Jr., X, 503-530.)
 - c Normal Schools. (†Barnard; Barnard's Jr., IX, 170-200, X, 531-574; Bartley, ch. 54; Central Soc., II, 329-338.)
- 3 Other educational societies and their work. (Adams, chs. ii-v; Cornwallis; Spalding, 13-16.)
 - 1824 "London Infant School Society" founded by Brougham.
 - 1826 "Society for the Diffusion of Useful Knowledge" founded by Brougham. *The Journal of Education*.
 - 1836 "Central Society of Education" founded. Its work. (Central Soc.)
 - 1836 "Home and Colonial Infant Society" founded. Beginning of a Pestalozzian training college. (Bartley, ch. 59.)

1837 "Educational Committee of the Wesleyan Conference established."
(Bartley, ch. 9.)

1843 "Congregational Board of Education" formed. (Bartley, ch. 11.)

1844 "Ragged School Union" founded. (Bartley, ch. 47; Cornwallis.)

1845 "Catholic Institute"; 1847, the "Catholic Poor-School Committee."
(Bartley, ch. 10.)

1847 "Lancashire Public School Association" formed; 1850, the "National
Public School Association."

1867 "Birmingham Education Aid Society."

1868 The Manchester Conference; 1869, formation of "The League."

4 Schools founded.

STATISTICS AS TO 10,595 ELEMENTARY SCHOOLS FOUNDED BY THE RELIGIOUS SOCIETIES (CENSUS
RETURNS, 1851).

Date.	Total Number of Schools.	The National Society, or Church of England, Schools.	British and Foreign Schools Society.	Independents, or Con- gregationalists.	Wesleyan Methodists.	Roman Catholics.	Baptists.	Other Religious Bodies.
Before 1801	766	709	16	8	7	10		
1801-1811	410	350	28	9	4	10		
1811-1821	879	756	77	12	17	14		
1821-1831	1,021	897	45	21	17	28		
1831-1841	2,417	2,002	191	95	62	69		
1841-1851	4,604	3,448	449	269	239	166		
Not stated.	498	409	46	17	17	14	131	331
Totals.	10,595	8,571	852	431	363	311	131	331

V ELEMENTARY EDUCATION BEFORE 1870. (Bremner, pt. 1, sect.
1; Craik, chs. i-iv; †Escott, ch. xi; ††Fitch; Fraser; Greenough,
1-20; Gregory; *Hill, I; Jolly, Introd., ch. iii; *Kay; †Kay, ch.
ii; *Kay-Shuttleworth; †Kay-Shuttleworth; Rigg, ch. vii; Traill,
VI, 620-634; †Ware, ch. ii.)

1 Conditions in 1833 and in 1851. (*Hill, I, [1836]; *Sadler and
Edwards, II, 441-463.)

Items. (Compiled from data in *Sadler & Edwards.)	1833.	1851.
(1) Population of England and Wales.....	14,400,000	17,927,609
(2) Middle and upper classes population.....	2,000,000	2,489,945
(3) Laboring class population.....	12,400,000	15,437,664
(4) Population 3-12 yrs. of age of (2).....	420,000	522,888
(5) Population 3-12 yrs. of age of (3).....	2,604,000	3,241,919
(6) Number of schools for children of (2).....	14,897	16,324
(7) Number of schools for children of (3).....	24,074	29,718
(8) Pupils of class (2) in schools.....	481,728	546,396
(9) Pupils of class (3) in schools.....	795,219	1,597,982
(10) Percentage of children of class (2) at school to popula- tion 3-12 yrs. of age of class (2).....	114.6	104.4
(11) Percentage of children of class (3) at school to popula- tion 3-12 yrs. of age of class (3).....	30.5	49.2

- 2 Conditions in 1836 to 1838. (Central Soc.—See list of articles.)
- 3 The Committee of Council instituted [1839].
- 4 Education Department formed [1856].
 - a Work done up to 1870. (Bartley, ch. 5.)
- 5 The Newcastle Commission Report of 1861. (Adams, 179–185; Gregory, 76–87; Holman, 151–161; *Sadler and Edwards, II, 464–470.)
 - a Percentage, age, and length of attendance.
 - b Subjects and amount of instruction.
 - c The prime object of instruction.
 - d Different kinds of schools and their value.
- 6 Government aid to schools. (See division VI, p. 325.)
 - a 1833–1846,—Grants limited to erection of school houses, teacher's houses, and aiding Training Colleges.
 - b 1846–1870,—Grants extended to annual expenses.
 - 1) Capitation payments. [1853, 1861.] (Bartley, 38–45.)
 - 2) Table showing development of State aid, 1851–1869. (Bartley, 49.)
- 7 Government inspection of schools. (Arnold.)
- 8 The training of teachers. (Bremner, 164–177; Greenough, ch. iii.)
 - a Training colleges. (Barnard's Jr., IX, 170–200; †Barnard, 751–756; Bartley, chs. 53–61.)
 - b The apprentice system.
- 9 The Science and Art Department, and its work. (Bartley, chs. 15, 16, 17.)
- 10 The religious question. (Greenough, ch. ii.)

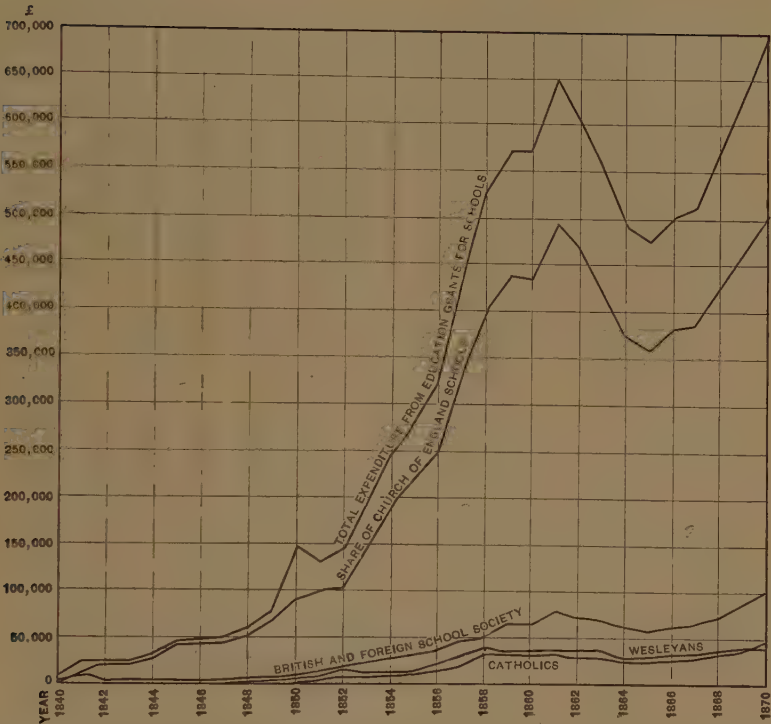


A LONDON DAME SCHOOL IN 1870.

(A drawing made on the spot, and printed in Bartley's *The Schools for the People*. [London, 1871.]

"The drawing was taken on the spot after some little diplomacy, and, although perhaps too picturesque, is a fair representation of one of the thousands of Dame Schools at the present moment at work in London. This individual one had been conducted by the same Dame, in the same cellar, almost in the heart of London, for thirty-six years. Twenty to thirty children have been constantly in attendance, paying 3d per week. * * * The Dame owned to the writer of these pages that she was not a scholar, as she was sixty-five years old, and had been brought up in the country, where schools were scarce in her time. She stated that she had 'prepared for advanced schools,' but limited her preparation to reading words and texts, though it was doubtful if any of her pupils ever got so far as this.

"The Dame, though of course completely unfit to teach, appeared to be a worthy old lady. She was very proud of stating that many of the parents of her present pupils had been brought up by her in the same premises. Her school is certainly not by any means the worst in London. In size it is about 70 superficial feet, and in height 6 feet 1 inch. It is somewhat above the average, as it will be remarked that the kitchen does not serve as a bedroom, but, besides acting for culinary purposes, is confined to the uses of parlour, school-room, and washhouse, the proprietor having a separate sleeping apartment upstairs. Within a hundred yards, in the same street, is another school of a like description, though rather larger, dirtier, and deeper underground."—Bartley, pp. 405-406.



EXPENDITURE FROM THE EDUCATION GRANTS IN GREAT BRITAIN, 1839-1870.

Between 1833-1839 no Government regulation of grants. The above figures do not include administration expenses, or grants made to Scotland (about the same in amount as the Br. & F. S. Soc.) or to the Parochial Schools Union (very small). The drop in the curve between 1862 and 1867 was due to the introduction of the "payment by results" plan. (Prepared from a table in Eng. Educ. Dept. Sp. Rep., II, 530.)

VI 1 *STRUGGLE, 1807-1870. (Adams, chs. iii-v; Balfour, *Introd.*, 1-21; Barnard's 16; †Barnard, 735-750; Bartley, ch. 5; Craik, chs. ii-iv; †Escott, ch. xi; ††Fitch; enough, 1-20; Gregory, see index; Holman, chs. iii, iv, vii, viii; Maltbie, ch. v; Montmorency, ch. vii; Rigg, ch. vii; *Sadler & Edwards, II, 471-498, for digest of bills 1843-1870; †Sadler & Edwards, 9-13; Sharpless, ch. i; Spalding, 16-24; Ware, ch. iii.)

Date.	Proposals, Reports, Etc.	Result.
1802	First Factory Act for regulating employment of children. (M.)	Adopted.
1807	Whitbread's Parochial Schools' Bill introduced. The debate. (M.)	Rejected by the House of Lords.
1816	Broughman secured a Parliamentary Committee to inquire into the state of education of the lower classes in London, Westminster, and Southwark. (M.)	Report—130,000 children without school accommodations [1818].
1818	Broughman secured a second Committee of Inquiry. (M.)	Similar report.
1820	Bill introduced proposing a tax for schools and the granting of Government aid in building school-houses. (Bartley, 13.) (M.)	Opposed by Dissenters. Withdrawn. Broughman's first Educational Bill. (M.)
1833	Government aid for building school-houses re-proposed. (M.)	£20,000 a year granted. Distributed through the two great Educational Societies.
1834	Committee of Inquiry appointed.	No result beyond statistics.
1835	Broughman introduced bills to organize a system of elementary education. (Central Society, II, 148-162.)	Bills failed of passage. Educational Inquiry Committee appointed [1837].
1837	Committee report: the deplorable conditions existing.	Bill of 1839. Education Department created.
1838	Bill to increase the Government grant to £30,000 and to allow all Societies to share. Inspectors to be appointed. Committee of Privy Council on Education established.	Bitter opposition. Carried. Much discussion as to "undenominational education."
1839	Annual grant to establish schools of design in manufacturing districts. Sir Jas. Graham's Factory Bill. (*Sadler & Edwards.)	Voted.
1841	Address to the Crown on condition of the working classes.	Opposed by the Dissenters and defeated.
1843	Yearly grant extended to the maintenance of schools.	No parliamentary action.
1846	Denominational system in elementary education discussed in Council. Minute and Regulations on annual grants and pupil teachers. Foundation of a system laid. (†Kay-Shuttleworth.)	Gradual increase in the yearly grants. Recognized by the Council. Pupil-teacher system definitely established. Certificates to teach. Annual grant extended to maintenance. Carried, despite violent religious opposition.
1847	Government proposals for nationalizing education.	Defeated.
1850	Fox's Bill to make education free and compulsory.	Bill dropped after the first reading.
1853	The Government proposed a small local rate in aid of schools. (*S. & E.) Department of Science and Art created, and National Art Training Schools established.	Promotion of elementary education in art and science, particularly after 1859.
1855	Three educational Bills introduced. Local rate proposed. (*S. & E.)	Failure to agree. All withdrawn.
1856	Commons asked to declare in favor of rate aid and local Boards. An Educational Bill introduced. (*S. & E.)	First Bill tabled. Second Bill withdrawn. Education Department formed.
1854-7	Religious test for A.B., degree abolished in the English Universities.	
1858	A Royal Commission to inquire into the state of popular education in England asked for.	The Duke of Newcastle's Commission created. Its Report published in 1861.
1861	No acceptable scheme reported. Code of 1861.	No advance. "Payment by results" begun [1862].
1866	Report of a Select Committee of the House of Commons on Education. Schools Inquiry Commission Appointed.	Report of the Schools Inquiry Commission in 1867.
1867	The Government introduced proposals as to education. (*S. & E.)	Voted down.
1868	Government Bill proposing changes in distribution and larger grants. (*S. & E.)	Parliament adjourned without action.
1869	Endowed Schools' Act passed. Two Educational Bills introduced.	Withdrawn at the request of the Government.
1870	The Elementary Education Act of 1870.	Much amended and passed. Beginning of a National system of education.

VII THE BEGINNINGS OF NATIONAL EDUCATION. (Arnold; Balfour, ch. I. A; Bremner, pt. 1, sect. i; Ellis and Griffith; *Eseott, ch. xvi; †Eseott, ch. xi; ††Fitch; Gregory; Holman, ch. ix; Maltbie, ch. v; Morley; Rigg, ch. vii; Ross, ch. ii; Spalding; *Ware, ch. i; for all acts of Parliament relating to any phase of education, from 1870–1900, see Organ, larger edition, Appendix.)

- 1 The Elementary Education Act of 1870. (Adams, chs. vi–viii; Balfour, 21–24; Barnard's Jr., XXVI, 577–598; Craik, ch. v; Gregory, 121–137; Holman, chs. ix, x; Morley; *Sadler and Edwards, II, 497–498.)

- a The original provisions.

- 1) The opposition.

- b As amended and adopted. (Mackenzie, 158–209; Morley, 167–174; Organ, Appendix; Owen; 33 and 34 Viet., ch. 75.)

- 2 Subsequent progress. (Greenough, 20–48; Gregory, 161–189; Macnamara.)

- a The amendments of 1873 and 1876 [Lord Sandown]. (Balfour, 28–30; Craik, ch. vi.)

- 1) The laws in full. (Mackenzie, 210–256; Organ, Appendix; Owen; 36 and 37 Viet., ch. 86; and 39 and 40, ch. 78.)

- b The amendments of 1880 and 1882 [Mr. Mundella]. (Craik, ch. vi; Organ, Appendix.)

- 1) Education fully compulsory after 1880. (†Sadler and Edwards, 17–21.)

- c The Technical Education Commission of 1884 leading to the Technical Education Acts of 1889. (Bremner, 197–219; Organ, Appendix; Owen; 52 and 53 Viet., ch. 76.)

- d The Free Elementary Education Act of 1891. (Educ. Rev., II, 303–307. [text of]; Mackenzie, 265–269; Organ, Appendix; Owen; 54 and 55 Viet., ch. 56.)

- 1) Elementary education now practically free.

- e The proposed bill of 1896 and its significance. (Rep. U. S. Com. Educ., 1895–1896, I, 79–121.)

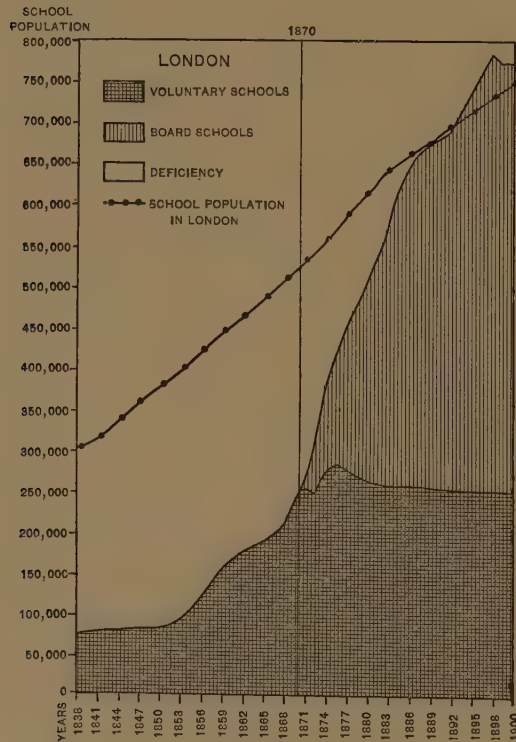
- f The Elementary Education Act of 1900. (†Fitch; Organ, Appendix; Owen; 63 and 64 Viet., ch. 53.)

- g Slow but substantial progress since 1870. (Balfour, ch. I. A; Butler; Craik, ch. vi; Rep. U. S. Com. Educ., 1895–1896, I, 79–121; †Sadler and Edwards, I, 2–9; Spalding; *Ware, ch. 1.)

- 1) Extension of governmental control through more and more detailed instruction as to inspection. (Holman, chs. ix, x.)

- 2) Addition of new subjects; increase of attendance, etc. (Rep. U. S. Com. Educ., 1899–1900, I, 1200–1203.)

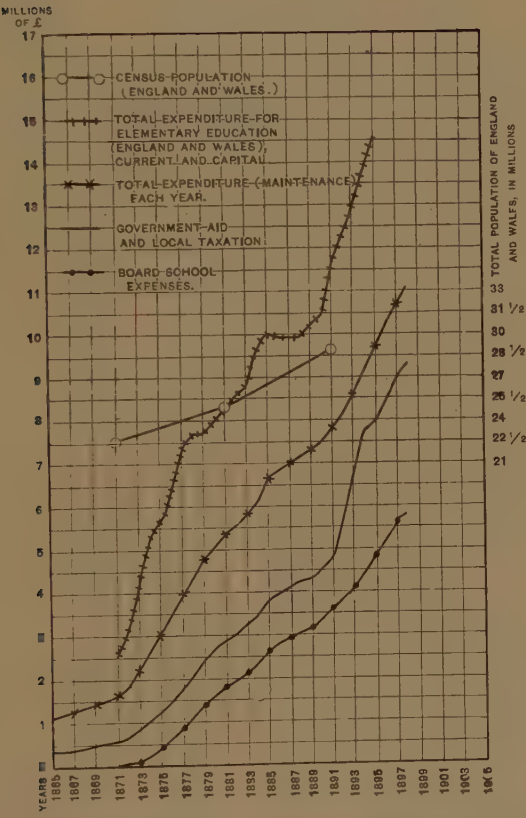
- 3 The new Education Law of 1902. (2 Edw. VII, ch. 42; Barlow & Macan; Casson & Whiteley; Greenough, 187-239; Heller; Hill, X, 649-665; Hughes, Ap. B.; Owen; Rep. U. S. Com. Educ., 1902, I, 1013-1026.)
- a The new act at work. (Rep. U. S. Com. Educ., 1902, I, 1026-1041.)
- b The clergy and the new act. (Rep. U. S. Com. Educ., 1902, I, 1028-1035.)
- 4 Possibilities of a national system. (Rep. U. S. Com. Educ., 1901, I, 1002-1008; 1902, I, 1026-1041.)



WORK OF THE SCHOOL BOARDS IN PROVIDING SCHOOL ACCOMMODATIONS.

London taken as a type. (After a chart by Spaulding.)

In 1872, the first year in which the Board Schools made returns, the average attendance in Voluntary and Board Schools was 1,327,432 and 8,726 respectively; in 1898 the returns were 2,481,254 and 2,072,911 respectively. Note the deficiency in school accommodation in 1838, and that the Voluntary schools made no appreciable gain on this deficiency up to 1870.



INCOME AND EXPENDITURE FOR ELEMENTARY SCHOOLS.

Based on the returns made for Day Schools and Evening Continuation Schools inspected for Annual Grants. (Compiled from statistics given in the English Education Department Annual Reports.)

3 The progress of primary education in Great Britain, as shown by the reduction of the percentage of illiteracy.

(Statistical Tables from Balfour, Appendix A.)

Percentage of Persons Married who Signed the Register by Mark. (Registrar-General's Returns.)							Percentage of Persons Over Five Years of Age in Ireland. (Census)		
Year.	England and Wales.		Scotland.		Ireland.		Year.	Unable to Read or Write.	Able to Read but not to Write
	Men.	Women.	Men.	Women.	Men.	Women.			
1841	32.7%	48.9%					1841	53%	19%
1851	30.7	45.2					1851	47	20
1861	24.6	34.7	10.6%	21.3%			1861	39	20
1871	19.4	26.8	10.0	19.6	37.5%	45.2%	1871	33	17
1881	18.5	17.7	7.1	13.9	26.1	30.7	1881	25	16
1891	6.4	7.3	3.4	5.3	19.4	19.4	1891	18	11

4 The progress of education in England as shown by the number of years of schooling that each individual of the population received at the different dates. (From the Eng. Educ. Dept. Report, 1897-1898, p. ix.)

Date	1870	1880	1890	1897
Years of schooling	2.55	5.19	6.13	7.05

DEVELOPMENT OF THE BOARD SCHOOLS.

(Tables from Rep. U. S. Com. Educ., 1902 I, pp. 1004, 1005, 1008.)

1. As shown by the number of children in average attendance in public elementary day schools, board and voluntary, inspected during the years 1870-1902.

Year ending Aug. 31.	Board.	Voluntary.	Board.	Percentage of School Pop. Under Comp. Att. Laws.
1870.....		1,152,389	0.0%	
1871.....		1,231,434	0.0	
1872.....	8,726	1,327,432	0.7	35.4%
1873.....	69,983	1,412,497	4.7	39.3
1874.....	138,293	1,540,466	8.2	41.5
1875.....	227,285	1,609,895	12.4	43.3
1876.....	328,071	1,656,502	16.5	46.0
1877.....	427,533	1,723,150	19.9	49.4
1878.....	559,078	1,846,119	23.2	59.5
1879.....	669,741	1,925,254	25.8	68.1
1880.....	769,252	1,981,664	28.0	71.6
1881.....	856,351	2,007,184	29.9	100.0
1882.....	945,231	2,069,920	31.3	"
1883.....	1,028,904	2,098,310	32.9	"
1884.....	1,115,832	2,157,292	34.1	"
1885.....	1,187,456	2,183,870	35.2	"
1886.....	1,251,307	2,187,118	36.4	"
1887.....	1,315,461	2,211,920	37.3	"
1888.....	1,378,006	2,236,961	38.1	"
1889.....	1,424,835	2,257,790	38.7	"
1890.....	1,457,358	2,260,559	39.2	"
1891.....	1,491,571	2,258,385	39.8	"
1892.....	1,570,397	2,300,377	40.6	"
1893.....	1,688,668	2,411,362	41.2	"
1894.....	1,777,797	2,448,087	42.1	"
1895.....	1,879,218	2,445,812	43.4	"
1896.....	1,956,992	2,465,919	44.2	"
1897.....	2,016,547	2,471,996	44.9	"
1898.....	2,072,911	2,481,254	45.5	"
1899.....	2,137,805	2,499,133	46.1	"
1900.....	2,177,253	2,488,877	47.0	"
1901.....	2,239,375	2,492,586	47.3	"
1902.....	2,344,020	2,546,217	47.9	"

2. Progress in average expenditure (on maintenance only) per scholar in average attendance.

Year ending August 31.	Board Schools.			Voluntary Schools.		
	£	s.	d.	£	s.	d.
1870.....				1	5	5
1871.....				1	5	6½
1872.....	1	8	4½	1	7	5
1873.....	1	14	5½	1	9	11½
1874.....	1	15	4½	1	10	10½
1875.....	1	16	11	1	11	10½
1876.....	2	1	4½	1	13	5½
1877.....	2	1	4½	1	13	9
1878.....	2	1	9½	1	14	0
1879.....	2	2	0½	1	14	6
1880.....	2	2	11½	1	14	7½
1881.....	2	1	6	1	14	11½
1882.....	2	1	6½	1	14	6½
1883.....	2	1	3½	1	14	10½
1884.....	2	1	8½	1	15	2
1885.....	2	5	4	1	15	9½
1886.....	2	4	11½	1	16	4½
1887.....	2	4	7½	1	16	4½
1888.....	2	4	7½	1	16	4
1889.....	2	4	6½	1	16	4½
1890.....	2	5	11½	1	16	11½
1891.....	2	7	1½	1	17	8
1892.....	2	8	4½	1	17	9½
1893.....	2	8	1½	1	17	6½
1894.....	2	8	9½	1	18	1½
1895.....	2	10	1½	1	18	11½
1896.....	2	11	11½	1	19	6½
1897.....	2	13	2½	2	0	6
1898.....	2	13	9½	2	2	4½
1899.....	2	15	7	2	5	1½
1900.....	2	17	8	2	6	5
1901.....	3	0	2	2	6	8½
1902.....	3	0	9	2	6	4

VIII THE SECONDARY SCHOOL PROBLEM. (Acland and Smith; Aronstein; Bremner, pt. 1, sect. ii; Browning, ch. xii; †Escott, ch. xii; §Fitch; Hughes, ch. xii; Parker; Rep. U. S. Com. Educ., 1902, 1041-1061; Ross, ch. vi; Sharpless, chs. iv-vi; *Ware.)

- 1 The secondary school system as established by 1600. (Syllabus, sect. XXIX.)
- 2 The different kinds of secondary schools now in existence.
 - a "Public Schools." (†Corbin; Staunton; Syllabus, sect. XXIX.)
 - b "Grammar Schools."
 - c The Proprietary Schools.
 - d Technical Schools.
 - e Higher Elementary Board Schools. (Rep. U. S. Com. Educ., 1899-1900, I, 1210-1227; †Smith.)
 - f Girls' Schools.
- 3 History and nature of each. (Aronstein; Syllabus, sect. XXIX.)
 - a Nineteenth century progress.
 - 1) Work of Arnold, Thring, and others in the Public Schools. (Aronstein, pt. ii; Carlisle; *Fitch; Keep; Parkin; Scott; Selfe; Skrine; Smith; Stanley.)
4. The Report of the Queen's Commission [1861-1864] on Public and Endowed Schools. (Report, I; Aronstein, pt. iv; Barnard's Jr., XV, 81-117; Staunton.)
 - a Recommendations of this Commission. (Report, I; Aronstein, 72-75; Barnard's Jr., XV, 113-117; Staunton, xlix-lvi.)
 - b Forces which have tended to raise the character of Secondary Education. (Bremner, 87-114.)
- 5 The British Schools Inquiry Commission [1864]. (Rept. of the Com.)
 - a Matthew Arnold's Report [1865]. (†Arnold, British Schools Inquiry Com., VI; *Fitch. chs. ix, x.)
 - b Other Reports of Matthew Arnold. (†Arnold; Fitch, chs. ix, x.)
- 6 The Endowed Schools Act of 1869. (Organ, Appendix; 32 and 33 Vict., ch. 56.)
- 7 The Commission of 1894-1896. (Aronstein, 80-81; ††Fitch; Rep. Com. Sec. Educ., I; Rep. U. S. Com. Educ., 1894-1895, I, 583-620, and with accompanying papers, 620-712.)
 - a Its recommendations.
- 8 The new Board of Education [1899]. (†Fitch; †Hill, VII, 1-10; Rep. U. S. Com. Educ., 1898-1899, I, 42-47; 1899-1900, I, 1223-1227.)

- 9 The present condition of Secondary Education. (Acland and Smith; Aronstein, pt. ii; Bremner, 114-121; †Fitch; §Fitch; †Hill, VI, VII, X; Rep. Com. Sec. Educ., I, Pt. 2, 19-80; Rep. U. S. Com. Educ., 1902, 1041-1061.)

STATUS OF ENGLISH SECONDARY EDUCATION IN 1902 (HUGHES, 299-300).

Form of Control.	Boys' Schools.		Girls' Schools.		Mixed Schools.	
	% of Whole Number.	Enrollment. % of Whole.	% of Whole Number.	Enrollment. % of Whole.	% of Whole Number.	Enrollment. % of Whole.
1. Private individuals (adventure schools)	66.9	38.1	91.0	70.3	90.1	65.3
2. A committee of subscribers.....	3.6	7.1	3.1	5.5	2.6	9.0
3. A limited liability company.....	2.5	4.2	3.1	11.6	.3	.7
4. Endowed schools, regulated by charter or law	25.6	48.6	2.7	12.3	2.7	7.5
5. Under local public authority	1.4	1.8	.1	.2	4.1	17.4

- a Resources for national secondary education. (*Ware, ch. ii.)
 b Organization of resources; the duty before the nation. (Acland and Smith; Hughes, ch. xii; Scott, chs. i, ii.)
 c The new Education Act of 1902, in relation to secondary education. (Syllabus, p. 327.)

IX THE ENGLISH UNIVERSITIES.

- 1 Nineteenth century history and present status. (Balfour, ch. III, A; Campbell; Marriott; Parker; Rep. U. S. Com. Educ., 1899-1900, I, 1230-1244; Timbs.)
 2 The Universities Commission of 1872, leading to the revised Statutes of 1881. (Organ, Appendix.)
 3 Oxford as an American sees it. (*Corbin, pt. III.)
 4 The new Universities in England.
 5 The reconstructed University of London. (†Hill, VII, 507-519.)
 6 Statistics of higher education in Great Britain and Ireland. (Rep. U. S. Com. Educ., 1902, I, 1063-1068.)
 7 Lack of higher technical instruction. (U. S. Com. of Labor Rept., 1902, ch. viii; Huldane, essay 1; Lockyear.)
 a Need for a Cornell University in central England.

X THE DIFFICULTY OF EDUCATIONAL REFORM IN ENGLAND.

- (All articles by Fitch; †Hill; Holman, ch. xi; Hughes; Macnamara; Rep. U. S. Com. Educ., 1899-1900, I, ch. xviii, 1901, I, 1002-1008; *Ware, ch. xi.)
 1 Influence of tradition. (Scott.)
 2 Public conscience not yet thoroughly awakened.

- a Dead force of inertia that has to be overcome.
- 3 Church envy and jealousy. (**Fitch.)
- 4 The theory of "vested rights."

XI PRESENT STATUS OF ENGLISH EDUCATION. (Balfour, chs. I, A, II, A; Bremner; Hughes, chs. iii, xii; Macnamara; Organ; Rep. U. S. Com. Educ., 1899-1900, I, ch. xviii; Ross, chs. ii-vi; Sharpless, chs. ii-vi; Spalding; Stanley; *Ware; Warwick.)

- 1 The system of administration.
 - a The Education Department of 1900 superseding the Committee of the Council on Education and the Department of Science and Art. (Act of 1899: 62 and 63 Vict., ch. 33.)
 - b The Royal Inspector.
 - c Local administration.
- 2 Infant Schools. (Bailey.)
- 3 Elementary Schools.
 - a "Voluntary Schools."
 - b "Board Schools." (Balfour; *Smith; Spalding.)
 - 1) In cities. (Rep. U. S. Com. Educ., 1901, I, 955-970.)
 - 2) In rural districts. (Rep. U. S. Com. Educ., 1901, I, 953-955.)
- 4 Continuation schools; technical schools. (Balfour; Bremner, 197-219; Reps. Nat. Assoc. Prom. Tech. and Sec. Educ., 1888 to date; †Sadler and Edwards, I, 54-55; Stanley.)
 - a City central schools; higher elementary Board Schools. (Rep. U. S. Com. Educ., 1899-1900, I, 1210-1227; 1901, I, 944-953; †Smith.)
 - b Day technical schools.
 - c Evening schools.
 - d Commercial schools. (Heinig; Hooper & Graham, pt. i.)
- 5 Special-class schools. (Balfour, 51-70.)
- 6 "Grammar Schools."
- 7 "Public Schools." (†Arnold; Aronstein; Hughes, ch. xii; Kegan Paul; Minchin; Rep. Com. Sec. Educ., I; Sharpless, ch. v; Staunton, Introduction.)
- 8 Secondary education. (Rep. Com. Sec. Educ., I; Scott.)
 - a Some typical secondary school courses. (Hughes, 316-317; Rep. U. S. Com. Educ., 1902, I, 1053-1061.)
 - b Lack of articulation with what follows.
 - 1) Examinations; scholarship winning.
 - c Statistics of secondary education. (Rep. U. S. Com. Educ., 1902, I, 1049-1053.)

- 9 Education of girls. (Bremner; Hughes, ch. xiii; Warwick.)
- 10 Support of Schools. (Rep. Com. Sec. Educ., I, 364-372; †Sadler and Edwards, I, 56-63.)
- 11 Training of teachers. (Greenough, ch. iii; Sharpless, ch. iii; Stanley, ch. vii.)
 - a The superannuation act [1898].

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The National System of Education in Ireland, by T. C. Redington.....	I	9
The Welsh Intermediate Education Act, 1889; Its Origin and Working, by the Charity Commissioners.....	II	1
The Curriculum of a Girls' School, by Mrs. Bryant.....	II	4
Summary of Statistics, Regulations, etc., of Elementary Education in England and Wales, 1833-1870, by M. E. Sadler and J. W. Edwards.....	II	20
List of Publications issued by the chief Local Educational Authorities in England and Wales, by Mary S. Beard....	II	21
Preparatory Schools for Boys: their place in English Secondary Education. A series of articles.....	VI	All

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Detailed view of the educational system in England.....	1888-1889	78-111
Religious and moral training in public elementary schools in England and Wales.....	1888-1889	438-457
Brief view of the system, with current statistics.....	1889-1890	237-248
Educational system of Scotland, with good historical survey..	1889-1890	187-236
Elementary Education in London and Paris. A comparison..	1889-1890	263-280
Brief view of systems of England and Scotland with current statistics and comparison with (1876) (England) and 1880 (Scotland).....	1890-1891	125-134
Secondary and technical instruction in Great Britain.....	1890-1891	135-150
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Technical Instruction in Great Britain.....	1891-1892	105-137
Brief view of elementary education in Great Britain.....	1892-1893	203-208
Religious instruction under the London School Board.....	1892-1893	208-218
Great Britain and Ireland, statistics and movements, 1893....	1893-1894	165-185
Systems of England and Scotland, same for 1894.....	1894-1895	257-273
Report of the Royal Commission on Secondary Education, with accompanying papers, etc.	1894-1895	583-712
The English education bill of 1896, and its importance.....	1895-1896	79-121
Education in Great Britain and Ireland, with a detailed statement of the development of the English system.....	1895-1896	123-135
Statistics, legislation, 1897.....	1896-1897	3- 14
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Recent proposals pertaining to the administration of the system; to the improvement of the teaching force; the extension of the curriculum; secondary education; universities and colleges.....	1897-1898	133-167
Brief view of the systems of elementary education in England, Ireland, Wales, and Scotland, with current and comparative statistics; details of current movements; education bill of 1899.....	1898-1899	3-65
Development of English secondary schools for boys (Aronstein). Table of dates of foundations.....	1899-1900	45-84
Brief conspectus of the English system of elementary education; current statistics; new legislation; higher elementary schools; secondary education; universities.....	1899-1900	1167-1243
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- 9 Suggestions as to Reading.

This section of the Syllabus traces the various steps which have led toward the organization of a national school system for England. Like the preceding sections on Germany and France, it is both a history of educational development and a study of present conditions. Authorities have been cited for each important step in the process, and frequent references have been given to works where additional facts and

statistics can be found by those who may need them. As a result the section is a very condensed outline, the citations are abundant, and the list of references is large. This section of the Syllabus, with the two which precede it, offers plenty of material for a semester's study of comparative school systems. It naturally follows that in a general course on the history of education the instructor will desire to present only the main outline, leaving to the students either certain general reading or individual points to be looked up. For the first the student needs a few good references; for the second the abundant citations of the Syllabus offer sufficient guidance. Accordingly no attempt will be made to discuss the references in detail, the suggestions being confined to calling attention to the more important English references.

All of the Sources are valuable. The first by Barnard describes a school for the training of teachers for pauper schools. Bell's works contain many valuable documents. The Br. & F. Soc. Manual is a very interesting and valuable document, and well worth consulting.

In addition to the works containing reproductions of the laws relating to education, Greenough, cited under group 7, contains the 1902 act with a discussion of its purpose and probable results.

Of the Important Secondary Authorities of group 3, Adams is perhaps the most important. This is an excellent sketch of the history of the struggle for a national school system. Morley is also quite valuable for the period from 1869 to 1873. Montmorency is another valuable history, and covers the whole period of English aid to education. Spaulding contains a short introduction which is good. Gregory is a Churchman's history of the struggle for national education, being a history of the work of the Br. & F. School Society. The two articles by Sadler & Edwards are excellent, and contain statistical tables of much value. The articles in Barnard's Jr. contain a good short history. Craik is also good as a history of the movement, but ends with 1884.

Of the works in group 4, the Essays on Education of the Central Society (see list) are very important as sources. Fraser is an important document. The works by Hill, Kay, and Kay-Shuttleworth were very important at the time, and, while written with the purpose of influencing public opinion, may still be consulted with profit.

Of the Important Secondary Authorities of group 5, Allen & McClure is one of the most important. Harris' life of Raikes, and the two lives of Bell by Meiklejohn and Southey are of first importance. Bartley is an interesting and valuable book, which contains good descriptions of the various schools in existence in 1871. Cornwallis is a very interesting little book on Ragged Schools, describing their need and nature. Fitch, Gill, and Leitch contain short chapters on the work of the early reformers. Graham and Sydney contain good chapters on eighteenth century conditions, Sydney being particularly good.

Of the works in group 7, relating to the recent history and present condition of English education, Balfour, Holman, and Hughes are particularly valuable. Balfour is one of the best works on English Education which we have. The various articles in the Reports of the English Education Department and the U. S. Commissioner of Education (see lists) contain many articles of much value, and should be consulted for detailed information on special points. Hooper & Graham, Huldane, Lockyear, and Ware deal with England's lack of technical education. Spaulding is an excellent detailed account of the work of the London School Board, and gives much information as to the nature of the free State Schools of a large city. Hill's articles are good on current questions, as are the articles by Fitch in group 8. *Corbin is a very interesting description of Oxford and Oxford life.

Under group 8, †Corbin is a good popular sketch of life in an English public school. Aronstein is a good short history of English secondary schools.

The general student, following a short course of lectures on the development of the system of English education, and desiring only a general outline, will find that Adams or Holman contain good short historical sketches; and that Balfour is very good on present-day education. The Reports of the U. S. Com. Educ. contain many good articles on current questions. The suggestions given above, with the citations of the Syllabus, give sufficient indication for more extensive reading.

XLI STATUS OF PRIMARY EDUCATION IN EUROPE.

STATUS OF PRIMARY EDUCATION IN EUROPE AS SHOWN BY THE PERCENTAGE OF ILLITERACY.

Group.	Countries (or States).	Per- cent- age.	Date.	Sex.	How Found.	Sources of Information.
Teutonic na- tions.	German Empire.....	0.11	1896	Male.	Army recruits.	Imperial bureau of statistics, Berlin.
	Prussia	.16	1896	"	"	"
	Bavaria.....	.02	1896	"	"	"
	Saxony	.02	1896	"	"	"
	Wurttemberg	.03	1896	"	"	"
	Baden	.02	1896	"	"	"
	Hesse	.10	1896	"	"	"
	Mecklenburg- Schwerin.....	.05	1896	"	"	"
	Saxe-Weimar.....	.00	1896	"	"	"
	Mecklenburg- Strelitz.....	.29	1896	"	"	"
	Oldenburg.....	.10	1896	"	"	"
	Brunswick.....	.11	1896	"	"	"
	Saxe-Meiningen	.09	1896	"	"	"
	Saxe-Altenburg.....	.00	1896	"	"	"
	Saxe-Coburg- Gotha.....	.00	1896	"	"	"
	Anhalt.....	.00	1896	"	"	"
	Schwarzburg-Son- dershausen.....	.00	1896	"	"	"
	Schwarzburg-Ru- dolstadt.....	.00	1896	"	"	"
	Waldeck.....	.00	1896	"	"	"
	Reuss, senior line.....	.00	1896	"	"	"
	Reuss, junior line.....	.00	1896	"	"	"
	Schauenburg- Lippe.....	.00	1896	"	"	"
	Lippe.....	.00	1896	"	"	"
	Lubeck.....	.00	1896	"	"	"
	Bremen.....	.00	1896	"	"	"
	Hamburg.....	.00	1896	"	"	"
	Alsace-Lorraine	.10	1896	"	"	"
	Sweden and Norway..	.11	1893	"	"	Hübner's Annual Tables.
	Denmark.....	.54	1891	"	"	"
	Finland.....	1.60	1892	Male and fe- male over 10 years.	Census.	"
Mixed Teu- tonic.	Switzerland.....	.30	1897	Male.	Army recruits.	Schweizerische Leh- rerzeitung.
	Scotland	3.57	1893	Male and fe- male	Signing marriage certificates.	Statesman's Year- book.
	Netherlands.....	4.00	1897	Male.	Army recruits.	Hübner's Annual Tables.
Romanic, Teutonic, Magyaric mixture.	England	5.80	1893	Male and fe- male.	Signing marriage certificates.	Statesman's Year- book.
	France.....	4.90	1897	Male	Army recruits.	Levasseur's Statis- tique.
	Belgium.....	12.80	1897	"	"	Hübner's Annual Tables.
	Austria.....	23.80	1895	"	"	Army Returns
	Ireland.....	17.00	1893	Male and fe- male.	Signing marriage certificates.	Statesman's Year- book.
	Hungary	28.10	1894	Male.	Army recruits.	Army Returns.
	Greece	30.00	1897	Male and fe- male	Census.	Hübner's Annual Tables.
	Italy	38.30	1895	Male.	Army recruits.	"
	Portugal	79.00	1890	Male and fe- male.	Census.	"
	Spain	68.10	1889	Male.	Army recruits.	"
Slavic na- tions.	Russia.....	61.70	1894	"	"	"
	Servia.....	86.00	1890	"	"	"
	Roumania.....	89.00	1892	"	"	"

(From Rep. U. S. Com. of Educ., 1899-1900, I, p. 785.)

XLII EUROPEAN INFLUENCES ACTING ON AMERICAN EDUCATION.

NOTE.—This section is not intended to be more than a brief outline of the principal foreign influences which have affected American education. It is in no sense intended as an outline of the history of education in America. The bibliography attached embraces but a few titles.]

A EARLY FOUNDATIONS.

1 EARLY EDUCATIONAL FOUNDATIONS IN COLONIAL AMERICA.

1 New England and Virginia.

a State of education in England in 17th century. (+Brown, ch. ii; Syllabus, XXIX.)

b The Puritans of Massachusetts Bay. (Littlefield, 55-98; Martin, 1-89.)

1) English education transplanted. (+Brown, ch. iii; *Hinsdale, I, 592-594; *Martin, 1-12.)

a) Boston Latin School [1635].

b) Harvard College [1636].

c) Elementary education began as a function of the home, and in dame schools.

2) Transformation of English education.

a) Great influence of the Puritan religion. (Ford, 2-3.)

1) Need of an educated ministry and laity.

b) Elementary education became an important concern.

1) Ordinance of 1642. (+Hinsdale, 1231.)

2) Probable influence of Comenius. (*Hinsdale, 591.)

c) Organizations of school systems. (Clews, 58-69.)

1) Ordinance of 1642.

e Spread of the movement to other New England colonies.

1) The Connecticut law of 1650. (+Hinsdale, 1240-1242.)

2) The New Haven law of 1655. (+Hinsdale, 1243-1245.)

3) The Plymouth laws of 1658 and 1672. (+Hinsdale, 1238-1239.)

4) The New Hampshire law of 1693. (Clews, 164-168.)

d Causes of the educational leadership of New England. (+Martin, 404-405; Ford, 2-3; *Fiske, 140-144.)

e The Virginians. (Eggleston, ch. v.)

1) Early educational projects. (Eggleston, 219-221.)

a) Henrico college. Influence of John Brinsley. (Syllabus, p. 201.)

- 2) The first Schools. (Eggleston, 221-223.)
 - a) Secondary bequests and foundations.
 - b) Private elementary schools.
- c The College of William and Mary [1693].
 - 3) Other methods of education.
 - a) Tutorial system.
 - b) Indentured servants.
 - c) Education of children in European schools.
- 2 The Quakers of Pennsylvania. (Powell, 27-33; Wickersham, 19-50.)
 - a William Penn attempted to establish an educational system.
 - 1) The Great Law of 1682. (Wickersham, 32-36.)
 - 2) The Law of 1683. (Wickersham, 39-41.)
 - 3) The William Penn Charter School [1689]. (Wickersham, 41-50.)
 - b Attitude of the Quakers toward higher education.
- 3 The educational contribution of the Dutch.
 - a State of education in Holland in the 17th century. (Campbell, I, 158-162; †Fiske, I, 16-19.)
 - b Schools founded in New Amsterdam. (Boese, 11-14; Randall, 3-5.)
 - 1) The first elementary school in America.
 - a) The school of Adam Roelandsen [1633].
 - 2) The earliest secondary school in New Amsterdam.
 - a) The Dutch Latin School [1659].
 - c Possible influence of the Dutch on the English Puritans. (Campbell, I, 481-509, II, 405-467; Draper; †Fiske, I, 30-35; †Martin; ‡Martin.)
 - 1) Of Holland on England.
 - 2) Of New Amsterdam on New England.
- 4 The educational influence of the Scotch-Irish. (Campbell, II, 479-480.)
 - a Their contribution to higher education in America. (†Adams, 227, 230, 293-299.)
 - 1) Influence on Princeton College.
 - 2) Founded Washington and Lee University, Va., and Hampden-Sidney College.
 - b They fostered the movement for schools in the Southern colonies, —North Carolina, Virginia, Tennessee, and had an important influence on the spread of education in the South and West. (†Adams, 292-294; Bush, 11; Campbell, II, 480-486; Meriwether, 18; Powell, 38-39.)
- 5 Schools founded by the Moravians and Swedes. (Powell, 11-21; Smith, 46-47.)

B LATER ENGLISH INFLUENCE.

I THE EARLY ENGLISH ACADEMY MOVEMENT.

- 1 The Non-Conformist Academies of England.
- 2 Probable English origin of the idea and name. (*Brown, VI, 225-232; †Brown, ch. viii; *Martin, 119-120; Steiner, 47-48.)
- 3 The work of Benjamin Franklin. (*Brown, VI, 225-232; Wickersham, 58-63.)
 - a His *Project for an Academy*.
 - b Founded the first Academy at Philadelphia [1751].
- 4 Influence of George Whitefield. (*Brown, VI, 228-230.)
 - a His widespread influence in America.
 - b His proposal to add an Academy to his Georgia Orphan House [1767].
- 5 Character of the English and American academies. (*Brown, VI, 226-232, 533-534; †Brown, chs. viii, ix.)
 - a Course of study.
 - b Theological bent. Philips Academy at Andover.
- 6 Academies founded in great numbers after the Revolution.
 - a Centers of influence.
 - b State systems of academies.
 - 1) The University of the State of New York.
- 7 Some lasting effects of the academies. (*Brown, VI, 533-536, VII, 112; †Brown, ch. xi; Martin, 127-134.)
 - a Influence on the college curriculum.
 - b Influence on the later normal schools.
 - 1) Forerunners of the normal schools.
 - 2) Hall's Seminary for teachers at Philips Andover Academy [1830].
 - c Higher education of women.
 - 1) Coeducational nature of many academies.
 - 2) Founding of girls' seminaries.
 - a) Work of Mary Lyon.
 - d Private and public high schools a later development.

II THE SOCIETY FOR THE PROPAGATION OF THE GOSPEL.

- 1 Its origin and purpose. (Powell, 34-35.)
- 2 Its work.
 - a In New York.
 - b In Maryland. (Powell, 75.)
 - c In South Carolina. (Meriwether, 13-14, 18, 109.)

- 3 Attempts to educate the lower races.
 - a The Indians. (Clews, 15-16; Stockwell, 416-417.)
 - b The negro slaves. (Powell, 35.)
- 4 Other societies founded in imitation of this society.

III THE SUNDAY SCHOOL MOVEMENT IN AMERICA.

- 1 Early religious instruction in America. (‡Brown, 17-19.)
 - a In the home.
 - 1) The Massachusetts law of 1642.
 - 2) The Connecticut law of 1650.
 - b In the school.
 - c In the church.
 - 1) Vote of Plymouth Church [1680].
- 2 The First Sunday Schools.
 - a All education largely religious in purpose.
 - b Few special religious schools conducted.
 - 1) Among the Puritans of New England. Plymouth [1669]; Roxbury [1674]; Bethlehem, Conn. [1740].
 - 2) Among the Salzburgers near Savannah, Ga. [1736].
 - 3) Among the Dunkers of Pennsylvania. Ephrata [1740].
- 3 Raikes' system introduced.
 - a Robert Raikes and the Sunday School in England. (Syllabus, p. 317.)
 - b Conditions preceding its introduction into America.
 - 1) Decrease of the enthusiasm for learning and religious instruction. (*Martin, 69-73.)
 - a) Increasing sectarianism.
 - b) Growing secularization of education.
 - c Nature of the Sunday Schools.
 - 1) Education both secular and religious.
 - 2) Object to educate the ignorant and vicious.
 - d Schools established by individuals. (‡Brown, 21-22, 231-233; Tolman, 16; Stockwell, 31.)
 - 1) School at the house of Thos. Crengshaw, Hennaver County, Va. [1786].
 - 2) School for African Children, Charleston [1787].
 - 3) First day school, Philadelphia [1791].
 - 4) Katy Ferguson's School for the Poor, N. Y. [1793].
 - 5) School for secular instruction, New York [1791]. New York Women [1801-04]. Stockbridge, New York [1743].

- 6) Samuel Slater's Factory Sunday School, Pawtucket, R. I. [1797].
- 4 Church control of Sunday Schools. (§Brown, 22-24.)
 - a Rise of private schools stimulated the churches to action.
 - 1) John Wesley and the Methodists.
 - 2) The Universalists. Other denominations.
 - b Influence of the increased church interest on the nature of the Sunday school [Early 19th century].
 - 1) Church soon superseded private control.
 - 2) Religious instruction superseded secular.
 - 3) Schools open to all instead of to only the poor and lowly.
 - 4) Voluntary teachers.
- 5 Further growth through the agency of the Unions. (§Brown, 24-38.)

"The First Day, or Sunday School Society of Philadelphia" [1791].

"The Evangelical Society of Philadelphia" [1808].

"The Female Union Society for the Promotion of Sabbath Schools," New York [1816].

"The New York Sunday School Union" [1816].

"The Boston Society for the Moral and Religious Instruction of the Poor" [1816].

"The Philadelphia Sunday and Adult School Union" [1817].

"The American Sunday School Union" [1824].
- 6 Influence of the movement on education. (Wightman, 11-17.)
 - a Stimulating influence on public primary education.
 - b The later secularization of public education made easier to accomplish.

IV THE LANCASTRIAN MOVEMENT IN AMERICA.

- 1 Work of Bell and Lancaster in England. (Syllabus, sect. XL.)
- 2 The method introduced in New York [1806]. (Boese, 27, 31-34; Bourne, 9-20; Randall, 28-32.)
 - a "The Free School Society."
 - 1) Visit of Benj. D. Perkins to Borough Road School, London.
 - 2) Appropriation Act passed by the State Legislature.
 - b Perfecting the system of instruction.
 - 1) Charles Picton arrived from England.
 - 2) Joseph Lancaster lectured on his method.
 - 3) Shepherd Johnson sent to Philadelphia to observe and report [1818].
 - c Plan outlined for the training of teachers.
 - d Spread of the system to other societies.
 - 1) "The Manumission Society."
 - 2) "The Female Association."
 - 3) Dutch Reformed, Catholic, and other religious Societies.

- 3 Adoption of the method in Pennsylvania.
 - a Introduced by private initiative.
 - 1) Thomas Scattergood's Charity Schools.
 - 2) James Edward's School [1817].
 - 3) Lectures by Edward Baker.
 - b Incorporation into school systems.
 - 1) The city of Philadelphia [1818].
 - 2) The counties of Dauphin, Cumberland, Lancaster, and Allegheny [1821].
 - 3) The City of Lancaster, and other incorporated boroughs [1822].
 - c Schools for the training of teachers. (Wickersham, 610-611.)
 - 1) Establishment of model and practice schools [1818].
 - 2) Philadelphia a center of supply for Lancasterian teachers.
 - 3) "Pennsylvania Society for the Promotion of Public Schools" sent many teachers elsewhere [1828].
 - d Invitation to Joseph Lancaster to assist and supervise the system in Philadelphia.
- 4 Joseph Lancaster came to America [1818]. (Bourne, 32, 172-173, 687-688, 693-698; Wickersham, 254-285.)
 - a Lectured in New York under the auspices of the Public School Society.
 - b Went to Philadelphia to assist in the organization of the system.
 - 1) Made principal of the model school.
 - c Went to Baltimore [1821].
 - d Visited South America on the invitation of General Bolivar [1823].
 - e Inspected the schools of New York [1838].
 - f Died at Williamsburg [1838].
- 5 Further spread of the movement in America.
 - a In Maryland. (*Steiner, 57-62.)
 - 1) "The Lancaster School Society of Georgetown."
 - 2) The Maryland Act of 1825.
 - 3) The system adopted at Baltimore [1828].
 - b In Rhode Island. (Stockwell, 254-256, 294.)
 - 1) The system adopted by Newport [1827], and Providence [1828].
 - 2) At Bristol. Storr's Private School [1826]. The town School [1828].
 - c In Massachusetts. (Wightman, 35-38, 89, 93, 103-104, 116.)
 - 1) Boston primary schools.
 - a) Option of adoption granted [1818].

- b) System introduced into one school in each ward [1827].
- c) Further adoption left to ward committees [1828].
- 2) First intermediate schools established in Boston with this system [1820].
- d Other places.
 - 1) Hartford and New Haven, Connecticut.
 - 2) Texas [1829]; Georgia [1839]; Indiana.
- 6 Influence of the movement on education.
 - a Made the concept of a public education for all seem possible.
 - b Introduced the training-school idea into America, and prepared the way for the Normal School movement of the next decade.
 - 1) Agitation of Horace Mann and others.
 - 2) The first State Normal Schools in America.

V THE INFANT SCHOOL MOVEMENT.

- 1 Origin and spread of the movement in England. (Syllabus, sect. XL.)
 - a Robert Owen and his school at New Lanark [1816]. (Barnard's Jr., XXVI, 411-412.)
 - b The London Association.
 - 1) Efforts of the Marquis of Lansdowne and Lord Brougham.
 - c Further development under the influence of Sam'l Wilderspin and the Mayos [1824-1836].
 - d "The Home and Colonial Infant Society."
 - e Spread of Infant Schools in England, Ireland, and Scotland.
- 2 Introduction of Infant Schools into Pennsylvania. (Wickersham, 285.)
 - a Individual Infant Schools—Robert Vaux.
 - b Three Infant School societies formed in Philadelphia [1827-1828].
 - 1) Purpose of their schools.
 - 2) Rapid growth up to 1830.
 - c Gradual incorporation into school systems.
 - 1) Act of the Legislature permitting controllers to found public Infant Schools.
 - 2) Act authorizing the payment of money to Infant Schools already established [1830].
 - 3) Experimental Infant Model School established [1832].
 - 4) Six additional schools provided for [1834].
 - 5) Thirty primary schools with female teachers established by 1837.
- 3 Introduction and development in New York. (Boese, 50-53; Bourne, 108; Randall, 72-74.)

- a "The Infant School Society" organized [1827]. (Boese, 50.)
- b Establishment of the first schools. (Boese, 50-51; Bourne, 658-659.)
 - 1) Pestalozzian ideas dominant.
 - 2) Success of the society schools by 1827.
- c The Female Association took up the Infant School idea [1828]. (Bourne, 656-657.)
- d Gradual incorporation into the public school system. (Boese, 51-53; Bourne, 108, 149, 658-664.)
 - 1) The Junior Department in Public School No. 8 [1827].
 - a) Younger children separated from the older children.
 - 2) Trustees appointed several successive committees [1827].
 - a) Favorable report on the new plan [1828].
 - 3) Infant department opened in Public School No. 10 [1828].
 - 4) Second committee appointed to investigate [1829].
 - a) Favorable report on Infant Schools [1830]. (Report favored female teachers, and opposed the Lancasterian methods.)
 - 5) Resolution of the Public School Board [1830].
 - a) Junior and Infant Departments to be called Primary Departments.
 - b) Steps taken toward the establishment of such departments in every building.
 - c) Ten schools organized by 1832 and fifty-six by 1844.
 - 6) Final incorporation into the public school system when the Legislature provided additional means.
- 4 The movement in Massachusetts.
 - a Boston Infant Schools [1816].
 - b Agitation for Primary Schools [1817-1818].
 - c Attitude toward Infant Schools in 1830. (Rept. Supt. Boston Schools, 1903, pp. 31-33.)
- 5 Spread of the movement elsewhere.
 - a Hartford, Conn. [1827]; Boston, Mass. [1828]; Charleston, S. Car. [1828].
- 6 Results of the movement in America.
 - a Organization of primary instruction.
 - b Introduced at an opportune time.
 - 1) Lancasterianism waning.
 - 2) Small group work replaced mass instruction.
 - c Showed the superiority of Pestalozzi's ideas.
 - 1) Pestalozzian methods superseded the Lancasterian.
 - d Tended to dignify educational work.

- 1) A deeper philosophic interpretation given to education.
- 2) Better trained teachers demanded, and a preference given to female teachers for younger pupils.
 - a) This contributed to the Normal School movement.

C FRENCH INFLUENCE.

I THE BEGINNINGS OF GENERAL FRENCH INFLUENCE. (*Hinsdale, 594-596.)

- 1 French travelers during the pre-Revolutionary period.
- 2 Intimate relations of France and America during the Revolution.
 - a French officers; French capital; French ideas.
- 3 American statesmen and French ideas.
 - a Franklin; Adams; Jefferson.
- 4 Chevalier Quesnay de Beaurepaire and "The Academy of Sciences and Arts of the United States of America" [1778-1838].
 - (†Adams, 22-26; *Hinsdale, 597-598.)
 - a Its purposes.
 - b Widespread interest in the project, in both America and Europe.

II THOMAS JEFFERSON AS A PROPAGANDIST OF FRENCH IDEAS. (*Hinsdale, 598-599.)

- 1 His wide acquaintance with French ideas and culture.
 - a Residence abroad [1784-1789].
 - b Part in the "Quesnay project" [1788].
- 2 His educational activity.
 - a The "Bill for the General Diffusion of Knowledge" [1779].
 - (†Adams, 31-32, 41-42, 49.)
 - 1) Ideas ultimately change the curriculum of Wm. and Mary College.
 - b Project for the removal to America of the Swiss College of Geneva [1795]. (†Adams, 53-54.)
 - c The *Tractate on National Education* issued at Jefferson's request [1800].
 - d Part taken in the establishment of the University of Virginia [1825]. (†Adams.)

III FRENCH IDEAS IN THE ORGANIZATION OF STATE SYSTEMS OF EDUCATION. (*Brown, VI, 236-238, 527; *Hinsdale.)

- 1 The educational ideas of the French theorists. (Syllabus, sect. XXXIX.)
- 2 The University of the State of New York [1784, 1787].
- 3 The University of Georgia [1785].
- 4 The "Catholipistemiad," or University of Michigan [1817]. (*Hinsdale.)

5 Later traces in other States.

- a Wisconsin; Louisiana; California; Maryland.

D GERMAN INFLUENCE.

I BEGINNINGS OF THE GERMAN INFLUENCE.

- 1 Indirect influences through England. (*Hinsdale, 603-604.)
- 2 American interest in German education awakened. (*Hinsdale, 604-615, 624-625.)
 - a Franklin's visit to Göttingen [1766].
 - b American students at German universities [1789-1850]. (*Hinsdale for list and dates.)
 - 1) Ticknor; Everett; Bancroft; Cogswell.
 - c Madame de Stael's *Germany* [1813] awakened interest in German literature and culture.
 - d Introduction of German into Harvard College [1825].
- 3 Visits of Americans to the schools of Swiss-German theorists.
 - a Dr. Cogswell visited Fellenberg at Hofwyl [1818] and Pestalozzi at Yverdon [1818-1819]. (*Hinsdale, 616-620; Wickersham, 658-659.)
 - b John Griscom visited Pestalozzi [1818-1819].
 - c Wm. McClure of Philadelphia and C. Cabell of Virginia visited Pestalozzi [1805].
- 4 Reports on German education of the time which greatly influenced American thought.
 - a John Griscom's *A Year in Europe* [1819?].
 - b Victor Cousin's *Report on the State of Public Instruction in Prussia* [1832; Am. Ed., 1835].
 - c A. D. Bache's *Reports on Education in Europe* [1839].
 - d C. E. Stowe's *Report on the Primary Schools of Germany* [1839].
- 5 Great influence of German university ideas and ideals on the American colleges between 1850 and 1870.

II PESTALOZZIANISM IN AMERICA. (Barnard's Jr., XXX, 561-572; Krüsi, 228-248.)

- 1 The work of Joseph Neef, a disciple of Pestalozzi. (Monroe.)
 - a Wm. McClure induced him to come to America [1806].
 - b He opened a school at Philadelphia [1809].
 - c Later schools in Pennsylvania; Indiana [New Harmony]; and Ohio [1812-1834]. His publications.
- 2 The Round Hill School [1823-1839]. (*Hinsdale, 616-618; Ellis.)
 - a Founded by Cogswell and Bancroft. Application of the new theories to American education.

- 3 The Infant School movement an English reflection of Pestalozzianism. (*Barnard, 32.)
- 4 The Fellenberg Manual Labor movement an application of Pestalozzi's ideas to agriculture and industrial training.
- 5 Other evidences of the influence of Pestalozzi. (Krüsi, 230-248.)
 - a The work of the Alcotts, and others.
 - b The agitation for better trained teachers.
 - 1) Work of the Oswego Normal School.
 - c Changes in text books and methods of instruction.
 - 1) Samuel Hall's *Lectures on Schoolkeeping*. [1829.]

III THE FELLENBERG MANUAL LABOR MOVEMENT.

- 1 The idea in Europe. (Hartwell, 20-21.)
- 2 Success of Fellenberg and his followers at Hofwyl [1807-1848].
- 3 Attitude of the leading American educators. (Boykin, 506; Hartwell, 15-16.)
 - a President Wheelock of Dartmouth College.
 - b Dr. Benj. Rush of the University of Pennsylvania.
- 4 Causes leading to its adoption in America. (Boykin, 506; Hartwell, 21.)
 - a Educational value of combined industrial and intellectual training.
 - b Pecuniary profit from the agricultural and mechanical work.
- 5 The first schools.
 - a School at Lethe, Abbeville District, S. Car. [1797].
 - b Gardiner Lyceum, Maine [1823].
 - c Fellenberg School, Windsor, Conn. [1824].
- 6 The most influential institutions.
 - a The Oneida Institute of Science and Industry, Whitesboro, N. Y.
 - b Andover Theological Seminary, Andover, Mass.
- 7 More recent development in America, only indirectly related to the above.
 - a The Agricultural and Mechanical Colleges [Land Grant Colleges; Morrill Act, 1862].
 - b The Manual Training movement, which owes its origin to Russian and Swedish influences. [Centennial Exhibition, 1876.]

IV FROEBEL AND THE KINDERGARTEN MOVEMENT.

- 1 The development of the Kindergarten in Germany. (See Syllabus, sect. XXXVI, C.)
- 2 The pioneers in the American movement. (†Barnard, 10-16, 529, 651, 672; Blow, 3-4.)
 - a Miss Elizabeth Peabody.
 - 1) First experimental kindergarten in the public schools [1868].

- 2) Efforts leading toward the philanthropic movement.
 - b Miss Boelte (Mrs. John Krause) at New York.
 - 1) First private Kindergarten in Miss Haines School for Young Ladies [1872].
 - 2) Krause Kindergarten and Normal Class [1873].
- 3 The philanthropic movement. (†Barnard, 665-672; Blow, 4-5.)
 - a The Hill Charity Kindergarten, Florence, Mass. [1874].
 - b The Quincy Shaw Kindergartens, Boston [1878].
 - c Miss Sarah B. Cooper, Miss Marwedel, and others, and the "Golden Gate Kindergarten Association" of San Francisco.
 - d Spread of the charity movement to other cities.
- 4 The movement toward the incorporation of the Kindergarten into the public school system. (†Barnard, 651-653; Blow, 5-10; Harris.)
 - a First permanent adoption at St. Louis [1873].
 - b Subsequent adoption in many cities.
- 5 The movement for the establishment of normal schools for Kindergarten teachers. (Blow, 40-42.)
- 6 Other movements stimulated by the Kindergarten movement.
 - a Training for motherhood.
 - b Mothers' meetings.
 - c Settlement work.

V THE IDEAS OF HERBART.

- 1 Herbart's contribution to educational theory, and the extension and application of his ideas in Germany. (See Syllabus, p. 264.)
- 2 Awakening of American interest in Herbart's philosophy. (Syllabus, p. 265.)
 - a American students in German universities.
 - b Translation of Herbart's works into English.
 - c Personnel of the American movement.
- 3 "The Herbart Club" [1892-1901].
 - a Its purpose, work, and influence.

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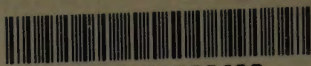
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